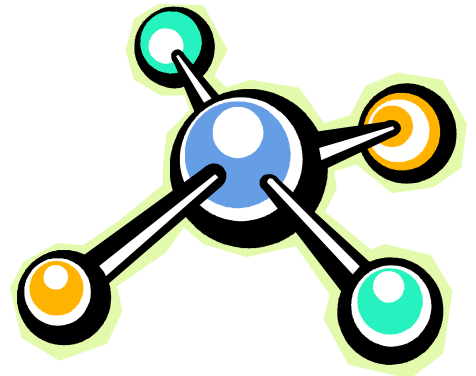
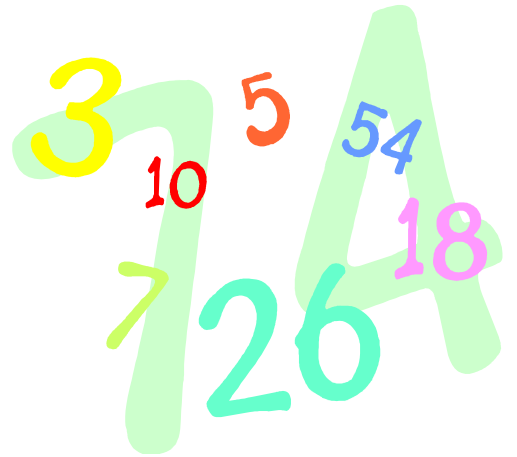


## Preschool Curriculum

### Cognitive and General Knowledge



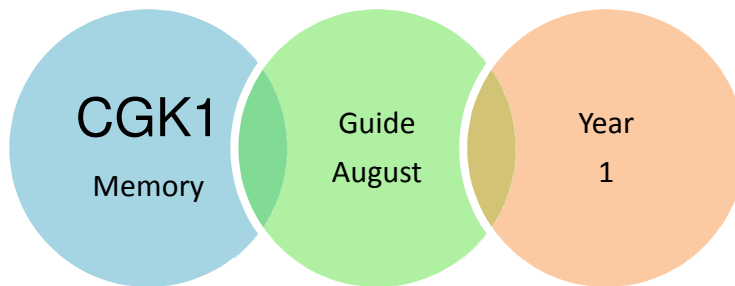
# Cognitive General Knowledge

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## Cognitive General Knowledge

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CSC17-21	<i>Life Science (Explorations of Living Things)</i>



CGK1 Communicate about past events and anticipate what comes next during familiar routines and experiences.

### What will Children be able to do...

1. Know concepts such as before, after, sequencing
2. Recall major life experiences a family trip, a trip to zoo, a field trip, significant class experience (Gingerbread Hunt)
3. Recall books (Compare/Contrast different story versions)
4. Refer and tell what will come next in the daily schedule
5. Retell the steps of hand washing
6. Recall the next step after hand washing...snack

### ACTIVITIES

1. Model noticing patterns and sequencing.
2. Read alouds and shared reading emphasizing sequencing (Beginning, Middle, End, Prediction)
3. Class room schedules
4. Life cycles
5. Seasons

### ENRICHMENT/SUPPORT

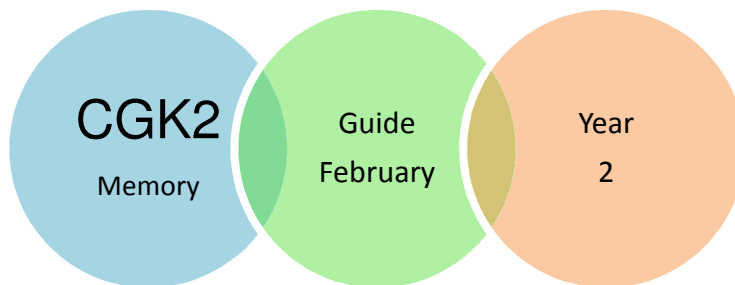
1. Make up stories with beginning, middle and end.
  2. Sequence more complex tasks.
  3. Predicting science projects
- 
1. Visual Schedules Family Input-Winter books with parent helping retell the event
  2. Visual sequencing
  3. Object schedules

## Cognitive General Knowledge

### 4. Modeling/retelling

#### ASSESSMENT

1. Personal communication
2. Observation
3. Dialogue
4. Illustrate
5. Sequence card
6. Teacher-made standard-based assessment



CGK2 With modeling and support, remember and use information for a variety of purposes.

#### **What will Children be able to do...**

1. Use non-fiction text or internet to "research" a specific topic
2. Transfer learned information to their own writing
3. Generalizing vocabulary to a different context
4. Research something and then use the information to feed a pet/plant or do something etc...

#### ACTIVITIES

1. Science Projects
2. Investigations/Research
3. Non-fiction books
4. Cooking projects
1. Experiments Computer
2. Experts
3. Parents
5. Non-fiction books

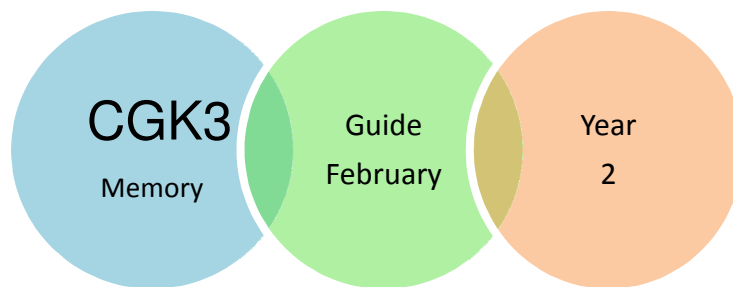
#### ENRICHMENT/SUPPORT

1. Creating a book to share their knowledge
  2. Writing/drawing their ideas
  3. Home project
  4. Drawing a picture that illustrates new concepts.
- 
1. Multiple repetitions
  2. Visuals

#### ASSESSMENT

## Cognitive General Knowledge

1. Observations
2. Personal Communication
3. Drawings
4. Teacher-made standard-based assessments



CGK3 Recreate complex ideas, events/situations with personal adaptations.

### What will Children be able to do...

1. Cook something as a class, then pretend to cook it in the play kitchen
2. Building buildings-complex structure after story, research, etc.
3. Felt story boards; recreate the story.
4. Play teacher-teach a concept

### ACTIVITIES

1. Model/Pretend with the children
2. Projects
3. Opportunities to engage with a variety of materials, puppet theatres, etc.

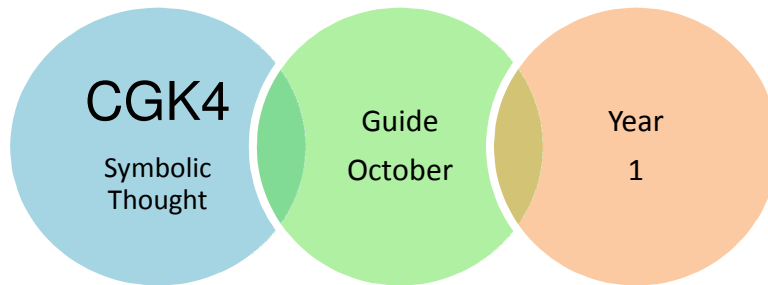
### ENRICHMENT/SUPPORT

1. Home/school communication-Share something from home
  2. Recording through books (writing it down)
  3. Individual project
  4. Recreate own unique ending or characters.
- 
1. Modeling play schemes
  2. Developing vocabulary
  3. Asking questions.

### ASSESSMENT

1. Observations
2. Personal communication
3. Work products
4. Teacher-made standard-based assessments

## Cognitive General Knowledge



CGK4 Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction, or movement).

### What will Children be able to do...

1. Magna-tiles to build a house, boat, or other structure
2. Use a box as a house or barn during play
3. Block building to construct "real" structures
4. Stop sign means stop
5. Song movements represent actions words in a song for example flapping arms for flying, fingers movements to indicate rain, etc.

### ACTIVITIES

1. Variety of materials to explore
2. Songs
3. Modeling play and ideas

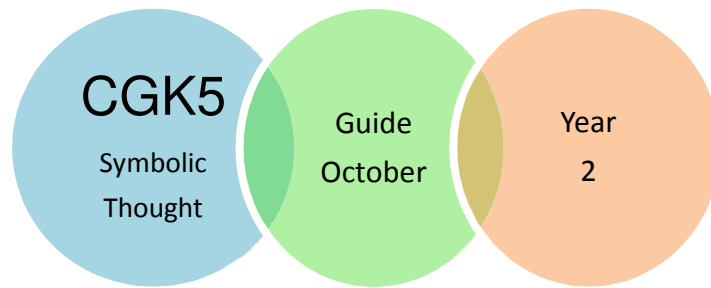
### ENRICHMENT/SUPPORT

1. Creating own unique symbols or song movements.
1. Modeling Play schemes
2. Creating scenarios-suggestions

### ASSESSMENT

1. Personal Communication
2. Observation of language
3. Observation of use of materials in play and songs
4. Teacher-made standard-based assessment

## Cognitive General Knowledge



CGK5 Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.

### What will Children be able to do...

1. Take turns, share materials, negotiate roles/materials
2. Communicate wants/needs
3. Listen to others' ideas without interrupting.

### ACTIVITIES

1. Dramatic play
2. Leaving less materials
3. Costumes
4. Props.
5. Recess

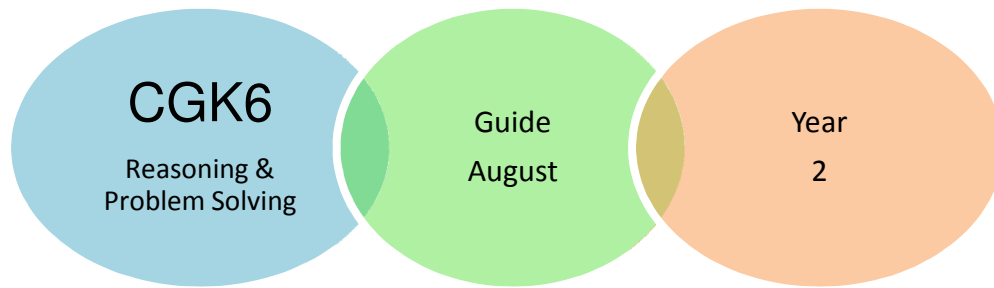
### ENRICHMENT/SUPPORT

1. Have them assist younger children
  2. Reenact stories
  3. Invent own play-endings, characters
- 
1. Adult facilitation
  2. Model language
  3. Structured activities involving sharing.

### ASSESSMENT

1. Personal Communication
2. Observations
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CGK6 Demonstrate ability to solve everyday problems based upon past experiences.

### What will Children be able to do...

1. Problems Solve: Example: Conflict over spot to hang up backpack, hang somewhere else or move peer's backpack to the correct area/hook
2. Problem-Solve: Example: Conflict over toy-Ask peer to share, get a teacher, wait patiently
3. Problem-Solve: Example: Unable to open snack, ask a teacher to open or get a scissors or tool to cut it open

### ACTIVITIES

1. Less materials
2. Obstacles
3. Everyday play opportunities-free play
4. Literature-analysis a problem; discussing problem solving

### ENRICHMENT/SUPPORT

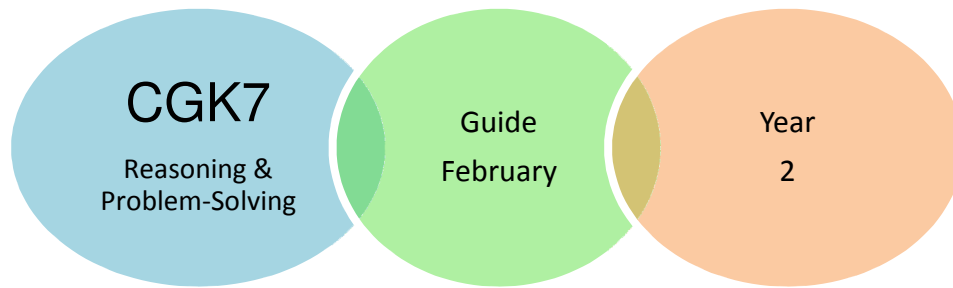
1. Helping others solve a problem
1. Modeling
2. Adult guidance for varying solutions
3. Problem-solving
4. Choices
5. Reminders

### ASSESSMENT

1. Observation
2. Personal communication
3. Teacher-made standard-based assessments



## Cognitive General Knowledge



CGK7 Solve problems by planning and carrying out a sequence of actions.

### What will Children be able to do...

1. Make a plan to solve a problem
2. Carry out a plan to solve a problem

### ACTIVITIES

1. Project work; let's make a plan
2. The problem is the glue won't stick to the jug...How can we solve it?
3. We don't know what a squirrel eats. How could we find out?
4. We want to build X, what do we need to do first, next...?
5. Investigations
6. Literature

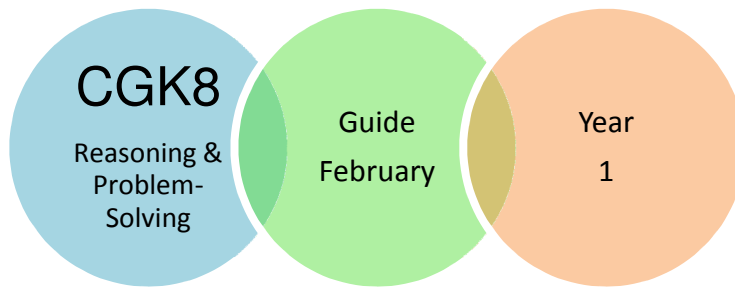
### ENRICHMENT/SUPPORT

1. Giving particular student a problem to solve
  2. Record how they will solve a problem-explain to peers.
- 
1. Modeling
  2. Adult facilitation
  3. Research materials
  4. Allow time for trial and error

### ASSESSMENT

1. Observations
2. Personal Communication
3. Product
4. Teacher-made standard-based assessments

## Cognitive General Knowledge



CGK8 Seek more than one solution to a question, problem or task

### What will Children be able to do...

1. Open snack in a variety of ways- tear or use scissors or ask a friend.
2. Make something- glue versus tape versus staple
3. Crayons versus markers versus tape
4. Wait for turn, get something else, timer, adult

### ACTIVITIES

1. Play opportunities.
2. Modeling
3. Materials

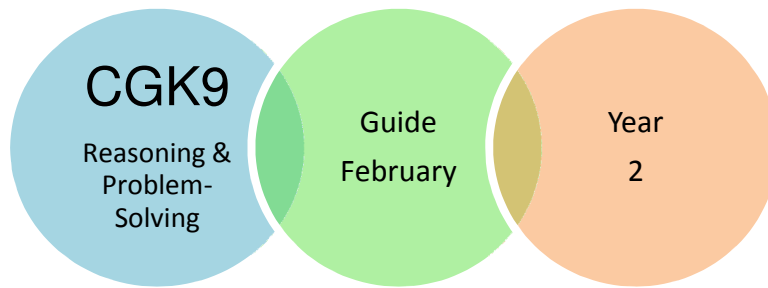
### ENRICHMENT/SUPPORT

1. Explain options to peers.
  2. Modeling
  3. Negotiation
  4. Draw options
- 
1. Adult model facilitation
  2. Visuals
  3. Trial and errors
  4. Same consequence, consistent

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CGK9 Explain reasoning for a solution selected.

### **What will Children be able to do...**

1. Answer "Why" or "How" questions
2. Give supporting details as to the why or how
3. Understand cause and effect

### **ACTIVITIES**

1. Books
2. Oral language
3. Discussions
4. Model Problem-solving

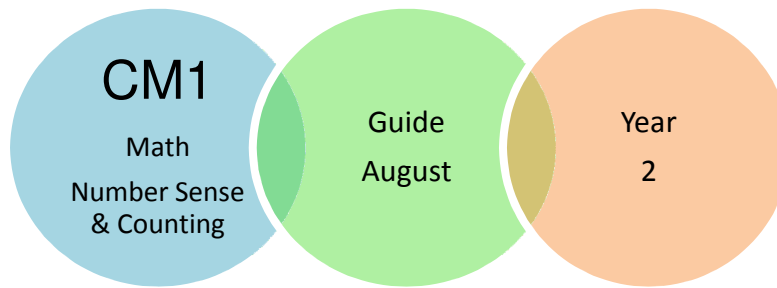
### **ENRICHMENT/SUPPORT**

1. Explain solutions to an audience
  2. Home/school-generalize knowledge to other environments
  3. Helping peers
- 
1. Simple cause/effect
  2. Modeling problem solving with visuals
  3. Peer models
  4. Adult facilitation of questions and modeling a solution oriented process

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Product
4. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM1 Count to 20 by ones with increasing accuracy.

### What will Children be able to do...

1. Count 1-3
2. Count 1-10 (1<sup>st</sup> Goal)
3. Count 1-15
4. Count 1-20

### ACTIVITIES

1. Count 1:1 with calendar
2. Memory skills
3. Counting games during centers or small group activities.
4. Counting for purpose: If we each get two cookies, how many do we need?

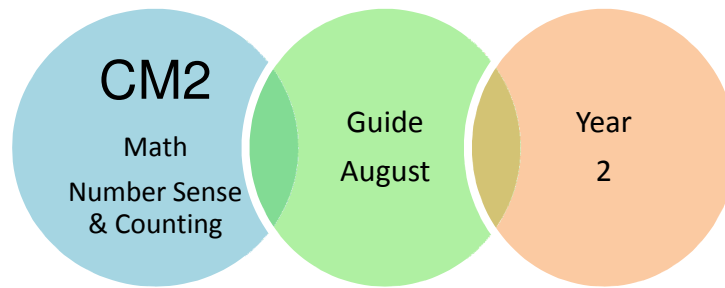
### ENRICHMENT/SUPPORT

1. Count to 30 or 50
2. Count with 1:1 correspondence to 1-10, 1-20
1. Repetition
2. Individualize (scaffold) 1-3 first
3. Add kinetics (body movements, multiple objects, snack-motivators)

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM2 Identify and name numerals 1-9.

### What will Children be able to do...

1. Identify receptively numbers (Point to the number 2, etc.)
2. Expressively identify the numbers (What number is \_\_\_\_?)

### ACTIVITIES

1. Calendar
2. Number games
3. Number Bingo
4. Computer

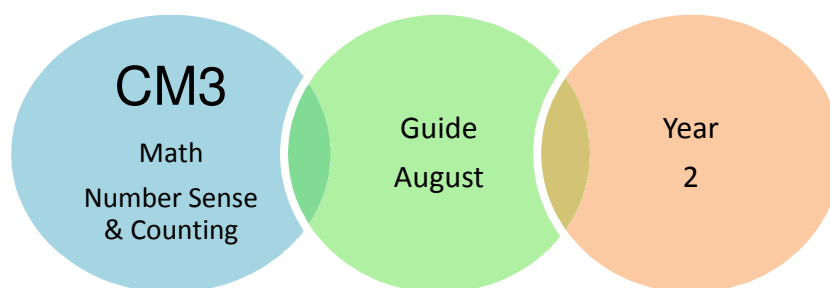
### ENRICHMENT/SUPPORT

1. Writing the numbers; making a number book
  2. Writing an address, phone number,
  3. Identifying 11-20
- 
1. Repetition
  2. Pictures with numbers (9 balloons) Flash cards
  3. Number Pegboard (numeral and quantity)

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM3 Identify without counting small quantities of up to 3 items (Subitize)

### What will Children be able to do...

1. Answer "one" when shown one object and asked, "How many?"
2. Answer "two" when shown two objects and asked, "How many?"
3. Answer "three" when shown three objects and asked, "How many?"

### ACTIVITIES

1. Counting
2. Weather –Model it (two)
3. Dice (two dots, three dots) generalize to objects
4. Cookies on a plate (games)
5. Just give the answer (tell by looking)
6. Reinforce last number in head

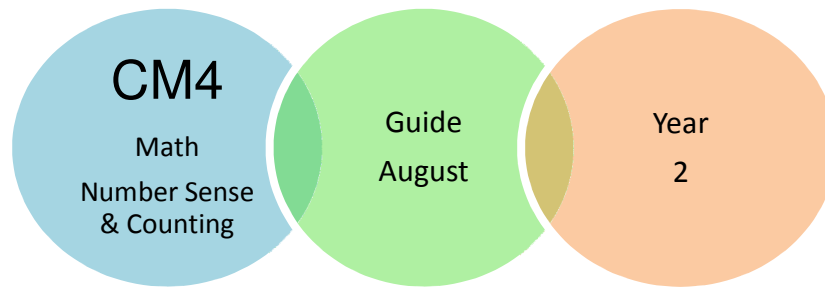
### ENRICHMENT/SUPPORT

1. Increase quantities
1. Smaller quantities
2. Repetition
3. Move same three objects in three different arrangements.
4. Hand me three

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM4 Demonstrate one-to-one correspondence when counting objects up to 10.

### What will Children be able to do...

1. Count from one to ten with one-to-one correspondence.

### ACTIVITIES

1. Circle
2. Snack
3. Smaller numbers
4. Transitions
5. Calendar
6. Play
7. Centers/Games

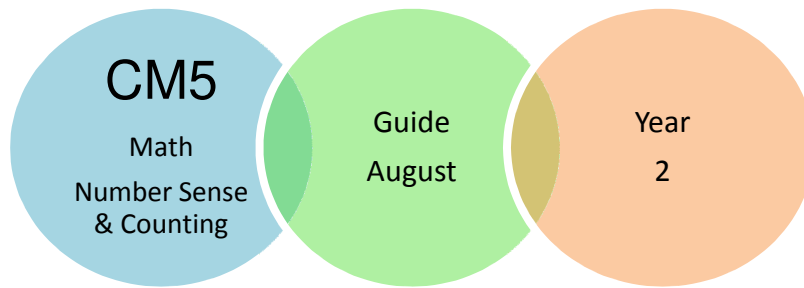
### ENRICHMENT/SUPPORT

1. Count beyond 10 (11-20)
1. Repetition
2. Demonstrate one to one correspondence in a multiple opportunities in a variety of ways
3. Peg boards
4. Counting games

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM5 Understand that the last number spoken tells the number of objects counted.

### What will Children be able to do...

1. Respond to a "How many" question up to 10 when they count or an adult counts by saying the last number as the sum.

### ACTIVITIES

1. Calendar
2. Attendance
3. Snack
4. Transitions
5. Objects

### ENRICHMENT/SUPPORT

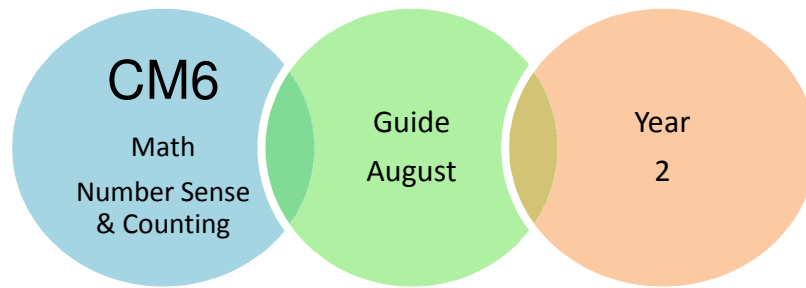
1. Counting on their own and giving sums up to 20
1. Visuals (pictures)
2. Repetition, modeling.
3. Reinforcing every time you count to give the sum (explicitly saying)

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



## Cognitive General Knowledge



CM6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10.

### What will Children be able to do...

1. Count to 10
2. Understand equal (same)
3. Understand greater than means more (larger)
4. Understand less than means less (smaller)
5. Order numerals

### ACTIVITIES

1. Calendar
2. Cube tower –Compare tower of all in attendance as to when they are not...
3. Snack
4. Boy/girls
5. Graphing results
6. Weather

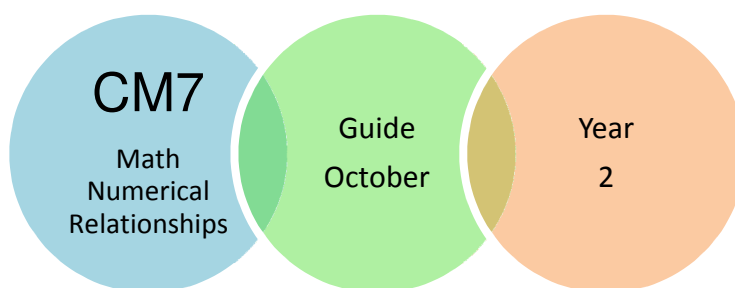
### ENRICHMENT/SUPPORT

1. Asking them to arrange sets that are equal, greater than, or less than with object
2. Doing signs  $<$ ,  $>$ ,  $=$
1. Small and big
2. Objects/visuals
3. Multiple opportunities
4. Hands on materials (going over material/vocabulary)

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM7 Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.

### What will Children be able to do...

1. Count 1-8
2. Understand how many and give a sum
3. Understand that you can add (combine sets) or take objects away from a group of objects

### ACTIVITIES

1. Math games
2. Play with materials
3. Need three more fireman hats...
4. Attendance
5. Voting (tallying)
6. Graphing
7. Snack

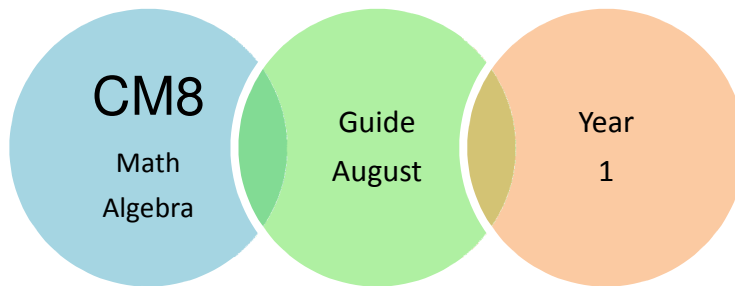
### ENRICHMENT/SUPPORT

1. Sums up to 10 to 15
  2. Using symbols for an addition and subtraction problem. (number sentences, simple number families)
- 
1. Hands-on manipulatives
  2. Objects/Visuals
  3. Multiple opportunities for practice
  4. Re-teach with a variety of materials and re-teach vocabulary

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM8 Sort and classify objects one or more attributes (e.g. size, shape)

### What will Children be able to do...

1. Sort by one attribute
2. Sort by two or more
3. Identify attribute (color, size, shape)
4. Recognize similarities and differences

### ACTIVITIES

1. Model sorting
2. Play
3. Clean up all the this type of block goes here
4. Matching
5. Identify colors, shapes and sizes
6. Sort and line up by attributes
7. Games
8. Graphs

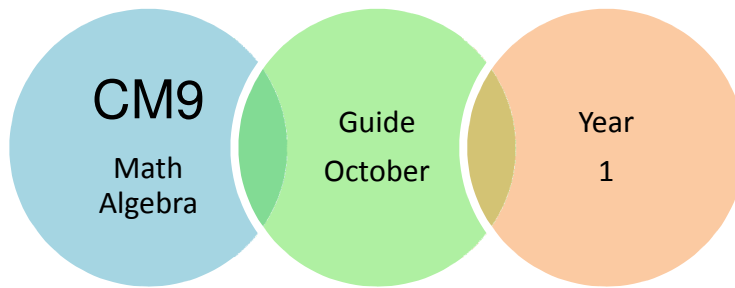
### ENRICHMENT/SUPPORT

1. Sort by categories (clothing, zoo animals versus farm animals)
  2. Increasing multiple attributes who has blue eyes and wearing a red shirt.
  3. Increase complexity of attributes bumpy, etc.
- 
1. Matching (identical objects, go to similar)
  2. Receptively identifying attributes (shape, size, color)
  3. Expressively identifying attributes
  4. Matching simple puzzles

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM9 Recognize, duplicate, and extend simple patterns using attributes such as color, shape or size.

### What will Children be able to do...

1. Recognize attributes
2. Identify what comes next
3. Match patterns
4. Extend A/B patterns

### ACTIVITIES

1. Patterns
2. Block pattern cards, bead cards
3. Beads
4. Calendar
5. Music movement patterns
6. Unifix cubes

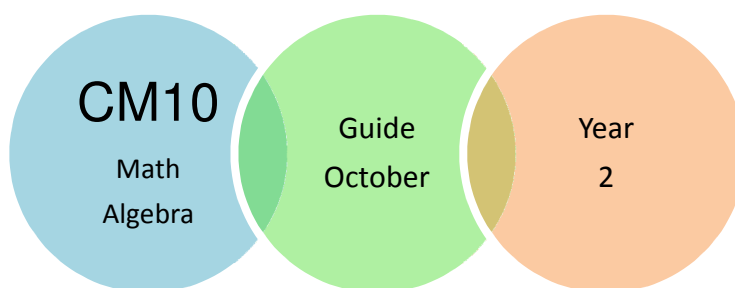
### ENRICHMENT/SUPPORT

1. Extend patterns beyond A/B patterns...ABCB, ABBA,
  2. Come up with their own pattern
- 
1. Matching
  2. Adult facilitation to "see" patterns
  3. Lots of imitation of movement and repetition of patterns

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM10 Create patterns.

### What will Children be able to do...

1. Use objects to make an A/B pattern
2. Come up with their own movement pattern
3. Apply pattern knowledge to projects (pattern on the hat, or something you created)
4. Teach the vocabulary of pattern (A, B, etc.)

### ACTIVITIES

1. Use your snack (animal crackers to make a pattern)
2. Projects
3. Circle
4. Transitions
5. Calendar
6. Art
7. Centers

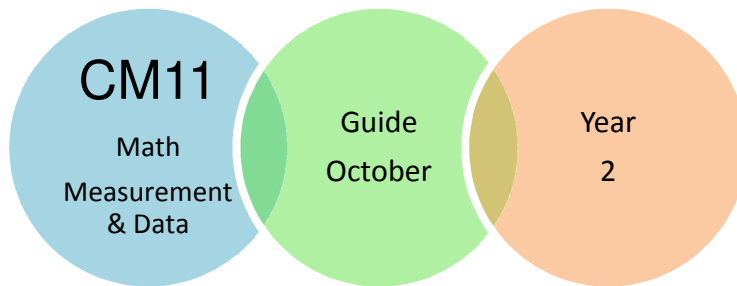
### ENRICHMENT/SUPPORT

1. Create more complex patterns
  2. More complex attributes.
- 
1. Modeling
  2. Matching
  3. Identifying attributes
  4. Copy and extend patterns in multiple ways

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM11 Describe and compare objects using measurable attributes (e.g., length, size, weight and capacity).

### What will Children be able to do...

1. Identify the attribute such as (longer, shorter, bigger, smaller, heavy/light, empty, full, half, more, less, tall/short ) receptively and expressively.

### ACTIVITIES

1. Computer games
2. Explore a variety of objects
3. Sensory table
4. Different sizes
5. Teaching vocabulary targeting vocabulary
6. Inches rulers as materials
7. How many markers long
8. Emphasizing vocabulary

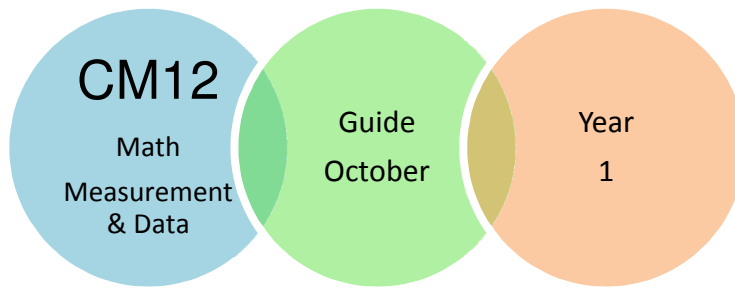
### ENRICHMENT/SUPPORT

1. Recording their findings
  2. Home project.
- 
1. Focus on vocabulary
  2. Visuals for long/short with words (Writing with Symbols/Boardmaker)
  3. Re-teaching vocabulary

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM12 Order objects by measurable attribute (e.g. biggest to smallest etc.)

### What will Children be able to do...

1. Take blocks or other objects and order by size, length, and/or weight.

### ACTIVITIES

1. Nesting cups
2. Puzzles increase by length
3. Legos
4. Blocks
5. Other materials

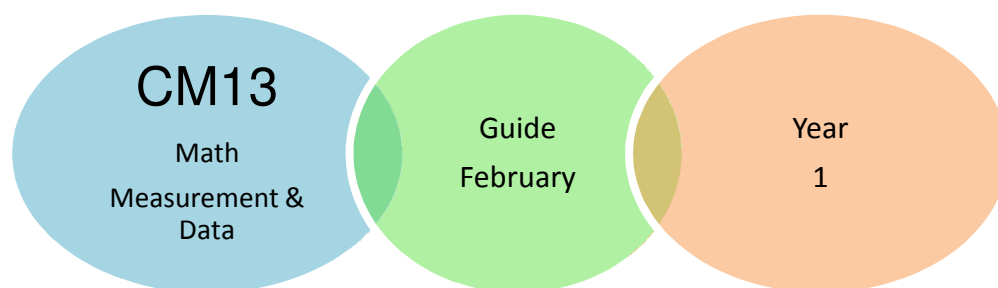
### ENRICHMENT/SUPPORT

1. Order by two attributes
  2. Order by subtle increases.
  3. Describe/Compare/Contrast
  4. Graph
- 
1. Larger representation (really obvious increments)
  2. Guided facilitation
  3. Structured activities
  4. Models

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM13 Measure length and volume (capacity) using non-standard or standard measurement tools.

### What will Children be able to do...

1. Measure something with a non-standard or standard measurement tool.

### ACTIVITIES

1. Project work
2. Measure an object with unifix cubes
3. Sensory tables
4. Rulers
5. Water play

### ENRICHMENT/SUPPORT

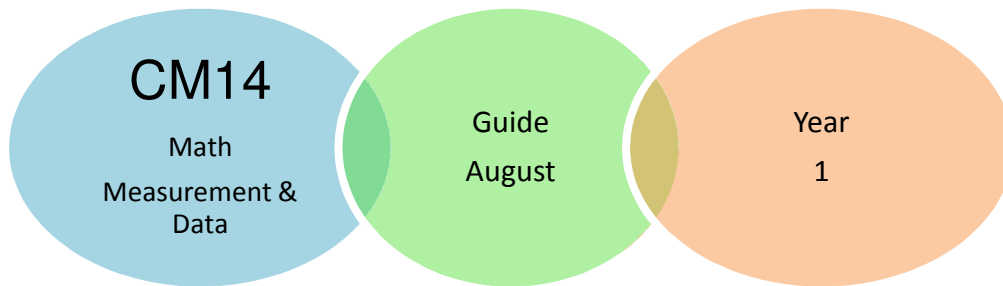
1. Recording the numerical units of a measurement
  2. Comparing and contrasting different sizes/lengths/amounts
- 
1. Non-standard manipulatives
  2. Modeling
  3. Diverse materials-sand, liquids, etc.

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



## Cognitive General Knowledge



CM14 Collect data by categories to answer simple questions.

### What will Children be able to do...

1. Using a simple visual representation like a graph, answer a comparison questions (more, less, how many)
2. Raise your hand if you like...collect information how many brown eyes, favorite color, number of letters in their name, boy/girl, etc.

### ACTIVITIES

1. Graphing physical characteristics, preferences, etc.
2. Interpreting graphs
3. Voting (book to read)

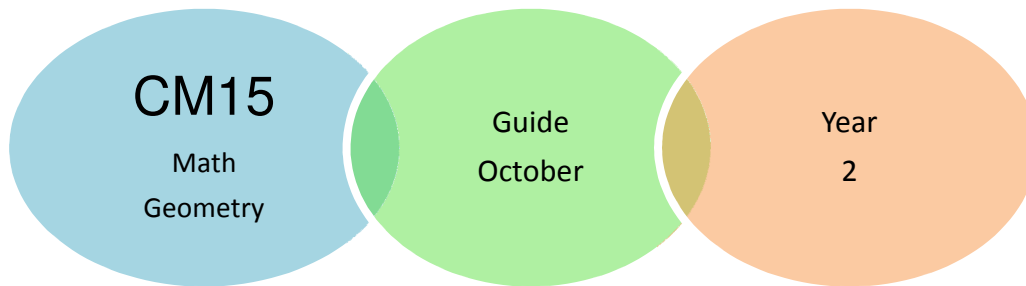
### ENRICHMENT/SUPPORT

1. Use appropriate vocabulary to describe data
  2. Developing own graph or representation of their own survey.
- 
1. Modeling
  2. Counting
  3. Vocabulary more/less
  4. Multiple opportunities
  5. Visuals

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM15 Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/ behind and next to.

### What will Children be able to do...

1. Receptively identify relative position of objects
2. Expressively identify relative position of objects
3. Follow directions regarding relative position of objects

### ACTIVITIES

1. Game playing with those words
2. Directions using those words
3. Books (positions with actual kid pictures)
4. Circle time for attendance (Put your picture next to, under, etc.)

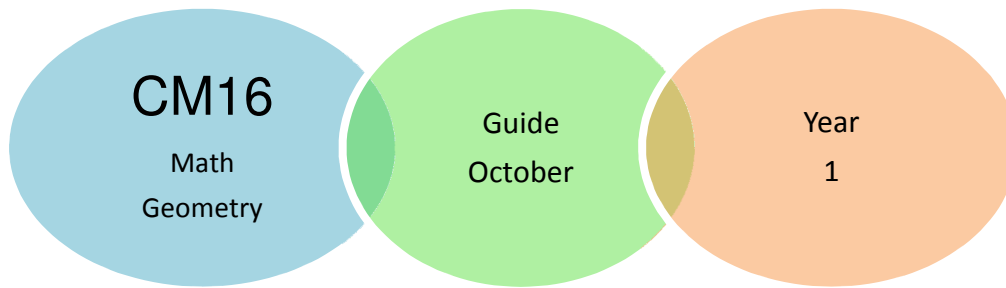
### ENRICHMENT/SUPPORT

1. Develop own book
  2. Assist peers
  3. Increase complexity of terms
- 
1. Books using pictures of children
  2. Multiple opportunities
  3. Visuals, objects.

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM16 Understand and use names of shapes when identifying objects.

### What will Children be able to do...

1. Label and use basic shapes names such as (circle, triangle, square, rectangle, diamond, star, heart)

### ACTIVITIES

1. Puzzles
2. Shape bingo
3. Matching
4. Pattern books
5. Geo boards
6. Blocks.
7. Cookie cutters
8. Play Doh
9. Shaving cream
10. Songs

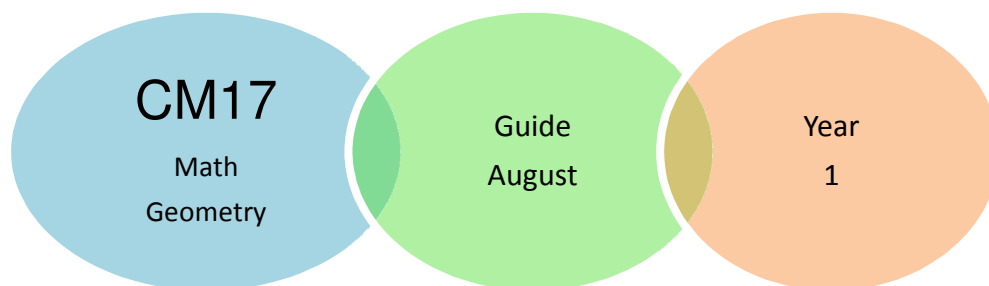
### ENRICHMENT/SUPPORT

1. More complex shapes such a parallelogram, oval, semi-circle, rhombus,
  2. Find the shapes in the environment
  3. Shape books
- 
1. Shape books
  2. Matching
  3. Multiple opportunities

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM17 Name three-dimensional objects using informal, descriptive vocabulary (e.g., “box”, for cube, “ice cream cone” for cone, “ball” for sphere, etc.)

### What will Children be able to do...

1. Describe objects
2. Name a can/cylinder, box/cube, ice cream cone, ball for sphere.

### ACTIVITIES

1. Describe objects
2. Play
3. Blocks
4. Environmental
5. Books
6. Outdoor play

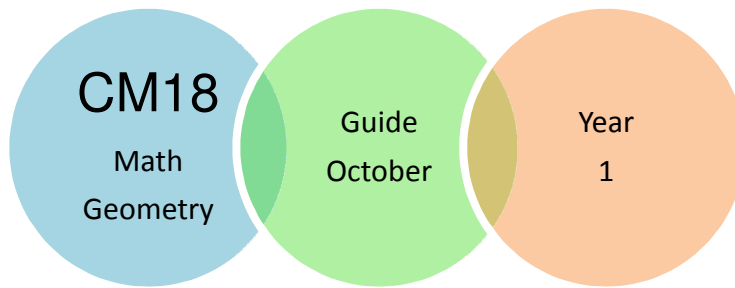
### ENRICHMENT/SUPPORT

1. Use the correct formal terms for three-dimensional objects (cube, cone, ball, pyramid)
1. Work on vocabulary and describing objects
2. Modeling
3. Visuals
4. Objects
5. Generalizing vocabulary

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM18 Compare two-dimensional objects, in different sizes and orientations, using informal language.

### What will Children be able to do...

1. Compare contrast and describe two-dimensional objects.
2. Identify differing triangles (isosceles, acute, and obtuse) as all triangles with different
3. Identify differing circles, ball sizes to balls
4. Identify squares/boxes

### ACTIVITIES

1. Play
2. Free play
3. Blocks
4. Puzzles
5. Play Doh
6. Cookie cutters.
7. Reposition shapes to different orientation
8. Music

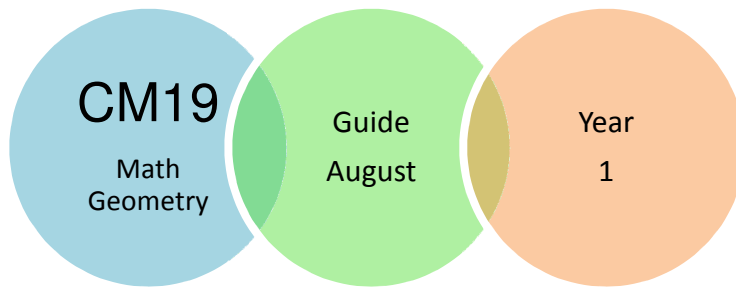
### ENRICHMENT/SUPPORT

1. Use more formal complex language i.e. identify as isosceles, acute, obtuse.
  
1. Match
2. Identify shapes receptively
3. Understand different concepts such as length and size

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM19 Create shapes during play by building, drawing, etc.

### What will Children be able to do...

1. Draw a circle, square and triangle
2. Use blocks (semi-circle to make circle)
3. Draw shapes in shaving cream
4. Make shapes in Play Doh

### ACTIVITIES

1. Art Center-Markers, Crayons, paint, etc.
2. Match shapes
3. Identify shapes
4. Demonstrate in play and at centers.

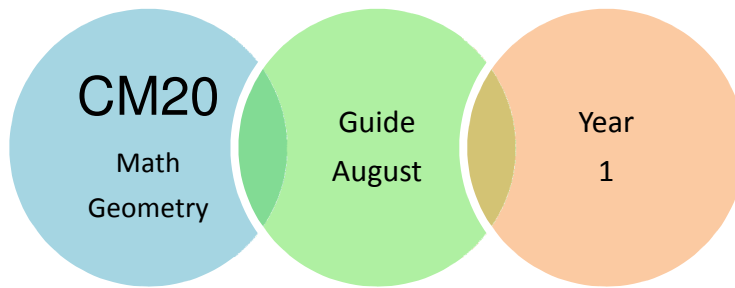
### ENRICHMENT/SUPPORT

1. Create 3-D shapes
  2. Increase complexity
  3. Use shapes to make a house or pictures
- 
1. Matching
  2. Copy shapes
  3. Trace shapes
  4. Cookie cutter shapes

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CM20 Combine simple shapes to form larger shapes.

### **What will Children be able to do...**

1. Combine two triangles to make a square
2. Combine two squares to make a rectangle
3. Combine a square and triangle to make a house

### **ACTIVITIES**

1. Blocks
2. Free play
3. Multiple opportunities in a variety of centers/areas

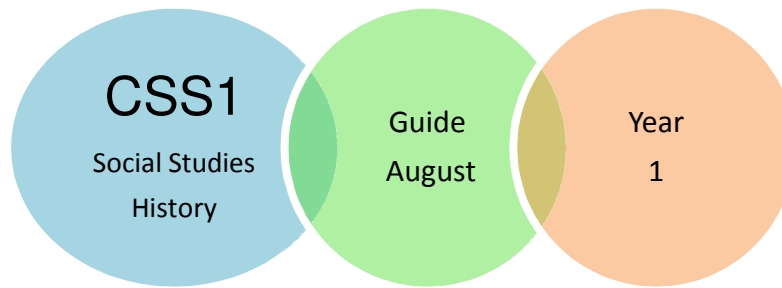
### **ENRICHMENT/SUPPORT**

1. Tangram shapes
  2. Identify what they created or name shapes
- 
1. Match shapes
  2. Copy block designs (mats to make picture)

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSS1 Demonstrate an understanding of time in the context of daily experiences.

### **What will Children be able to do...**

1. Tell his/her daily routine in terms of breakfast, school (snack, free play, circle, recess) lunch, dinner, bedtime, special days (music, gym), and home days.

### **ACTIVITIES**

1. Reinforce through daily schedule
2. Calendar
3. Class discussions
4. Home/school communications
5. Winter/Spring activity book

### **ENRICHMENT/SUPPORT**

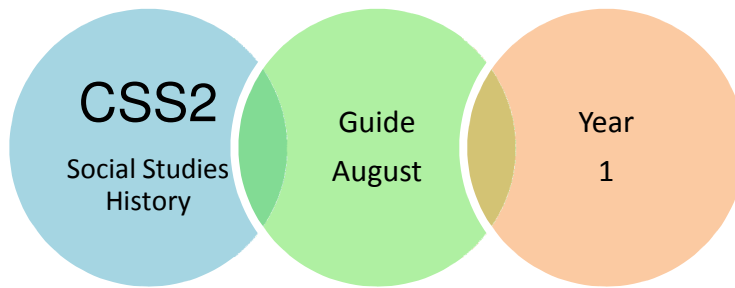
1. Use correct terms such as yesterday, today, tomorrow in discussing routines and special activities.
1. Visual schedule
2. Model language

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



## Cognitive General Knowledge



CSS2 Develop an awareness of his/her personal history.

### **What will Children be able to do...**

1. Tell an accomplishment.
2. Recall an event or situation in his/her life.

### **ACTIVITIES**

1. Sharing time
2. Winter/Spring break books
3. Home/school connections; family pictures, placemats, etc.
4. Parents complete "Kid Facts" information sheet

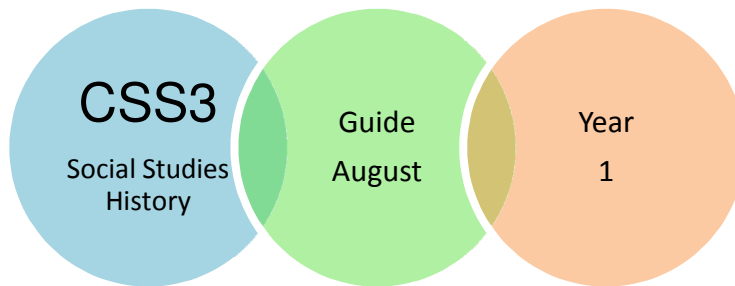
### **ENRICHMENT/SUPPORT**

1. Describe events or experiences in detail.
  2. Draw or make a book about experiences.
  3. Make an "About Me" book
- 
1. Recognize self in picture
  2. Give one detail or repeat a detail of an event/experience.
  3. Label family members or class members

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSS3 Develop an awareness and appreciation of family cultural stories and traditions.

### **What will Children be able to do...**

1. Share stories about things they experienced with their families

### **ACTIVITIES**

1. "About Me" books/studies
2. Development of family placemats
3. Family photos
4. Holiday celebrations
5. Parents to come to school to discuss cultural experiences/family life/celebrations

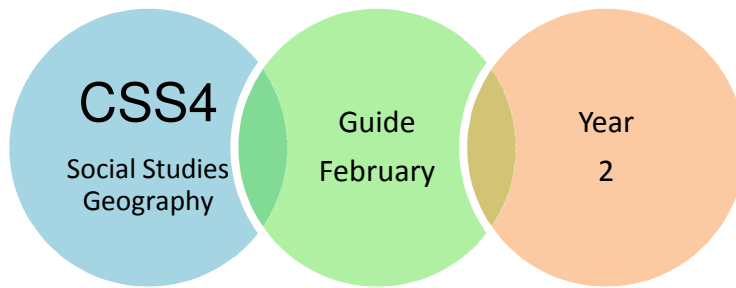
### **ENRICHMENT/SUPPORT**

1. Discuss/Develop books celebrate
  2. Share talent/experience with class.
  3. Teach others their talent/experience.
- 
1. Family pictures/visuals
  2. Family assists in completion of surveys ("About Me" book) etc.
  3. Reinforce family experiences with family help

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSS4 Demonstrate a beginning understanding of maps as actual representations of places.

### What will Children be able to do...

1. Identify a map as something that tells you where things are
2. Identify one or more characteristic (blue =water, or object=something such as bed, slide)

### ACTIVITIES

1. Treasure map
2. Song-Globe song
3. Maps of playground
4. Map of classroom
5. Globes
6. Puzzles

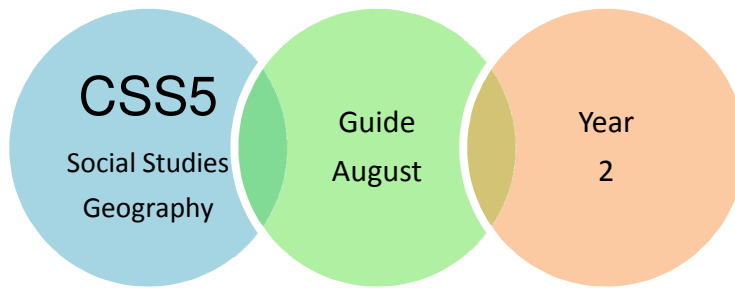
### ENRICHMENT/SUPPORT

1. Create a map of their own
  2. Follow a map
- 
1. Visuals
  2. Books
  3. Songs
  4. Models

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSS5 Identify similarities and differences of personal, family and cultural characteristics, and those of others.

### What will Children be able to do...

1. Identify similarities and differences (boy/girl, how many people are in their family, name, age, family holiday traditions or celebrations, talents)

### ACTIVITIES

1. Books
2. Family/home connections
3. Opportunities to share
4. Graphing
5. Art-self-portraits
6. Interactive read alouds with multicultural literature

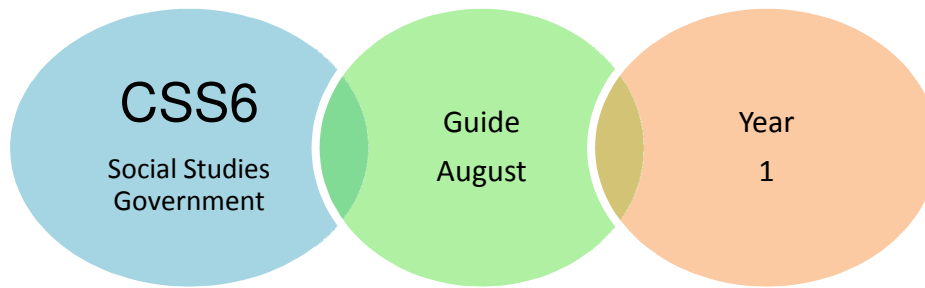
### ENRICHMENT/SUPPORT

1. Discuss/Develop books of family, self, celebrations, etc.
  2. Share talent/experience with class
  3. Teach others their talent/experience
- 
1. Visuals
  2. Home support/supply information/pictures regarding their experiences

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSS6 Understand that everyone has rights and responsibilities within a group.

### **What will Children be able to do...**

1. Participate in development of class rules.
2. Follow class rules.
3. Take care of their own belongings and clean up their materials after use.

### **ACTIVITIES**

1. Developmental of class rules
2. Modeling
3. Being helper
4. Class pets
5. Class routines (arrival, departure, snack)

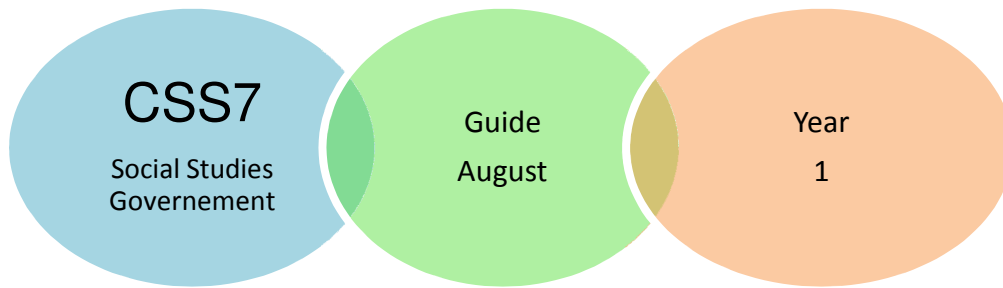
### **ENRICHMENT/SUPPORT**

1. Help others with their responsibilities.
  
1. Assist with verbal cues and physical prompts
2. Picture cues
3. Peer models
4. Peer helper

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSS7 Demonstrate cooperative behaviors and fairness in social interactions.

### **What will Children be able to do...**

1. Share and exchange materials
2. Take turns in conversations.
3. Respect personal space.

### **ACTIVITIES**

1. Modeling
2. Play Simple games
3. Circle
4. Time
5. Snack
6. Less materials
7. Transitions
8. Class discussions
9. Social skills books

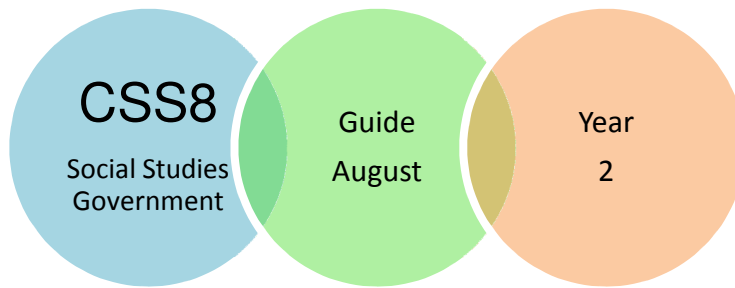
### **ENRICHMENT/SUPPORT**

1. Peer model-facilitate sharing with others.
  2. Demonstrate empathy and patience for difference and children that need more time
- 
1. Visual cues
  2. Adult facilitations
  3. Very simple structured play activity
  4. Wait cards

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSS8 With modeling and support, negotiate to solve social conflicts with peers.

### What will Children be able to do...

1. Ask for help and use their words to solve problems with peers regarding toys/materials and play.
2. Ask a peer first to take a turn or getting an object before getting an adult.
3. Demonstrate compromise by waiting for their turn or giving up something without a tantrum.

### ACTIVITIES

1. Model problem-solving
2. Use books
3. "Friends like \_\_\_\_\_, friends don't like \_\_\_\_\_"
4. Model: What could you do if \_\_\_\_\_

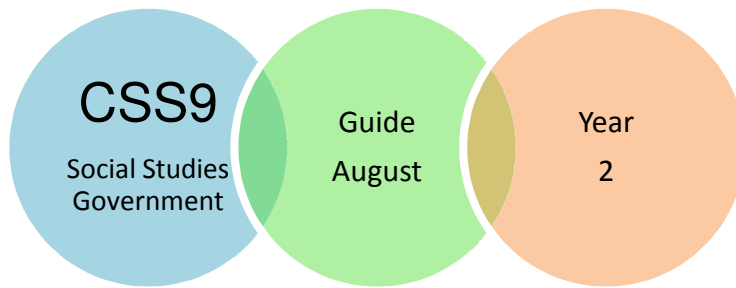
### ENRICHMENT/SUPPORT

1. Solving problems without modeling or support.
2. Reminding others or helping peers (peer mediation) to solve problems
1. Visuals
2. Social stories
3. Verbal and/or physical prompts.
4. Review of problem-solving methods.

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSS9 With modeling and support, demonstrate an awareness of the outcomes of choices.

### **What will Children be able to do...**

1. Answer questions regarding the outcome of their choice. (Good choice or bad choice, feelings)

### **ACTIVITIES**

1. Identify choices and feelings
2. Problem-solve pretend scenarios
3. Problem-solve outcomes as a class

### **ENRICHMENT/SUPPORT**

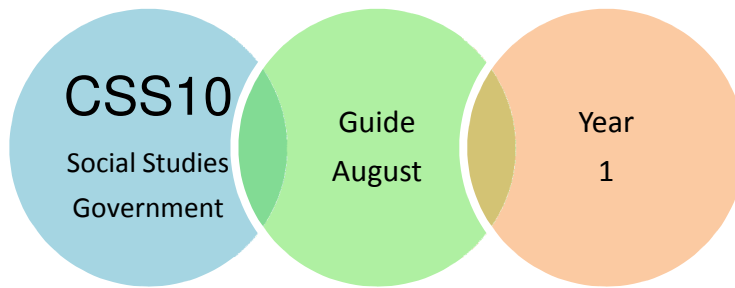
1. Verbalize problem-solving
  2. Act out correct choices
- 
1. Visuals
  2. Modeling
  3. Social stories

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



## Cognitive General Knowledge



CSS10 With modeling and support, demonstrate an understanding that rules play an important role in promoting safety and protecting fairness.

### What will Children be able to do...

1. Participate in making and following class and playground rules.

### ACTIVITIES

1. Developmental of rules
2. Role playing scenarios
3. Imaginary play

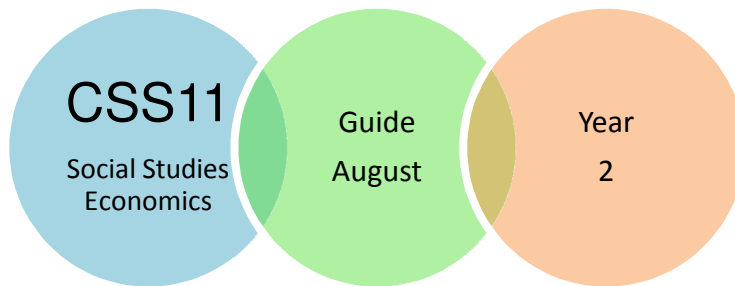
### ENRICHMENT/SUPPORT

1. Writing the rules
  2. Help with role playing
  3. Explain them to others.
- 
1. Visuals
  2. Modeling
  3. Social stories
  4. Referencing/redirecting
  5. Natural Consequences

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSS11 With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.

### What will Children be able to do...

1. Share materials and take responsibility for the materials in the room.
2. Equally distribute resources and materials.
3. Take turns with other children with limited materials.

### ACTIVITIES

1. Books about using both sides of a paper, turning the water off, conservation of resources
2. Class discussions over situations that arise- For example, lids left off marker=no marker to use.

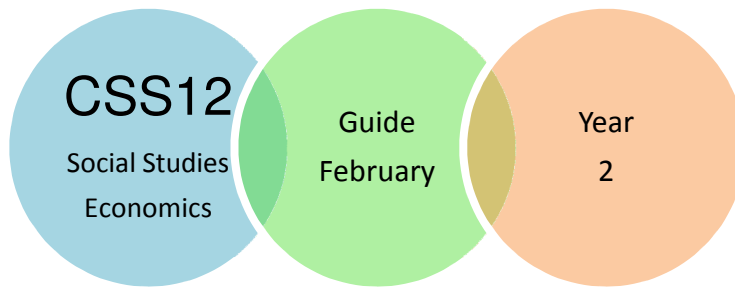
### ENRICHMENT/SUPPORT

1. Explain conservation and use correct terms.
  2. Develop a class recycling project
  3. Recycle materials
- 
1. Visuals cues
  2. Adult facilitation
  3. Marker lid (listen for the click)

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSS12 With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.

### **What will Children be able to do...**

1. Tell where some foods come from such as milk from cows and vegetables/fruit from plants.
2. Tell a community helper such as a fireman, teacher, police man, and garbage man
3. Tell that you have to buy food and things.

### **ACTIVITIES**

1. Role playing
2. Investigate community helpers
3. Natural research (plants)
4. Experts
5. Books

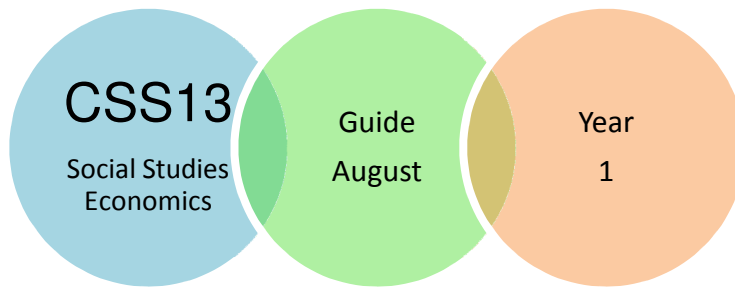
### **ENRICHMENT/SUPPORT**

1. Role play
  2. Develop own play schemes
- 
1. Identify/sort categories foods, services
  2. Visuals
  3. Models

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSS13 With modeling and support, demonstrate responsible consumption and conservation of resources.

### **What will Children be able to do...**

1. Take turns with other children with limited materials.
2. Take responsibility with materials (take materials)

### **ACTIVITIES**

1. Development of rules
2. Role playing scenarios
3. Imaginary play

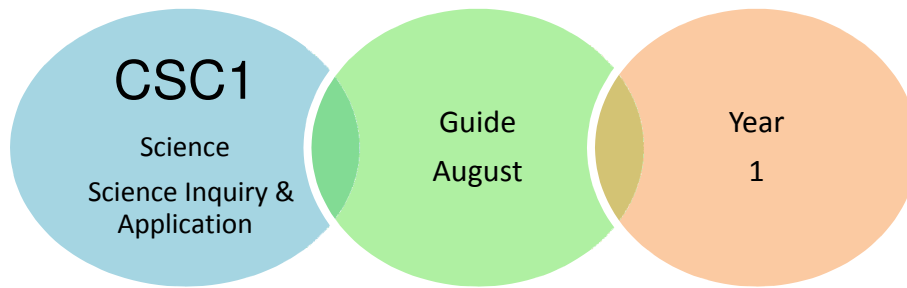
### **ENRICHMENT/SUPPORT**

1. Writing the rules
  2. Help with role playing
  3. Explain conservation/consumption of resources to others.
- 
1. Visuals
  2. Modeling
  3. Social stories
  4. Referencing/redirecting
  5. Natural Consequences

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC1 Explore objects, materials, and events in the environments.

### **What will Children be able to do...**

1. Engage in a variety of materials using all their senses

### **ACTIVITIES**

1. Free Play
2. Bus
3. Play with objects in class, recess , and centers

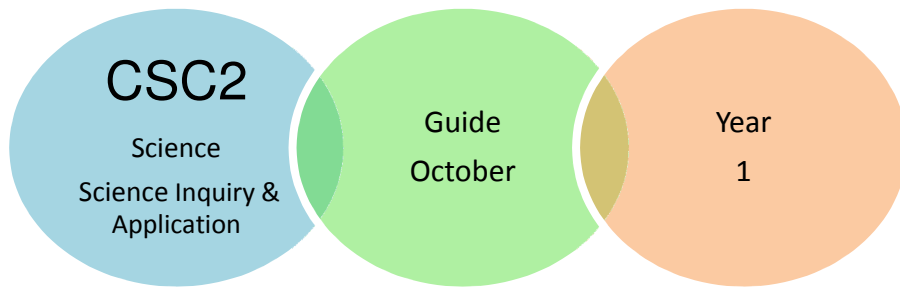
### **ENRICHMENT/SUPPORT**

1. Help others
2. Engage in increasingly complex play schemes
  
1. Give choices
2. Hand over hand
3. Model
4. Simpler toys (cause/effect)

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC2 Make careful observations.

### **What will Children be able to do...**

1. Describe what they see.

### **ACTIVITIES**

1. Scientific study
2. Investigations over time (e.g. tree over the three different seasons, big block of ice, etc.)
3. Facial expressions

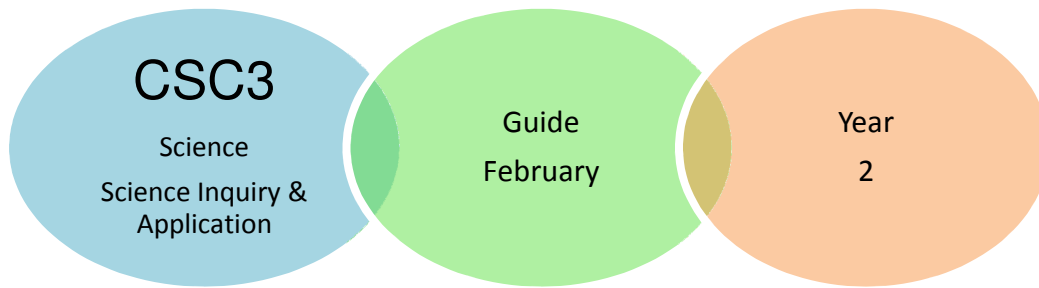
### **ENRICHMENT/SUPPORT**

1. Compare and contrast
2. Predict
1. Draw it
2. Visuals
3. Models
4. Limit outside stimuli
5. Larger objects to explore or different textures, etc.

### **ASSESSMENT**

1. Observations
2. Personal Communication
4. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC 3 Pose questions about the physical and natural environment

### **What will Children be able to do...**

1. Ask questions about class and outside environment
2. Ask "Wh" questions.
3. Notice their environment

### **ACTIVITIES**

1. Model questions
2. Project work/Investigations
3. Observe and notice environment

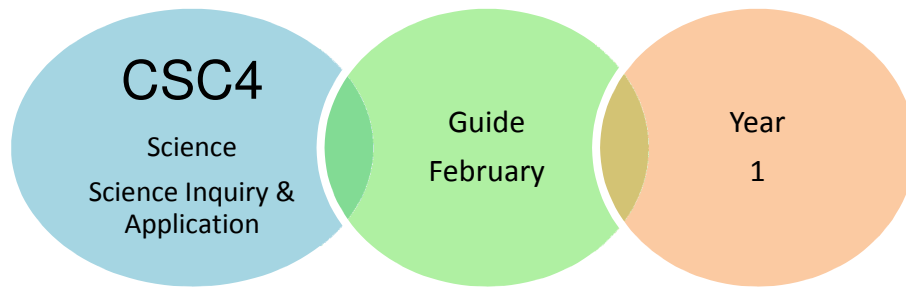
### **ENRICHMENT/SUPPORT**

1. Research answers to questions.
2. Investigate questions regarding the physical and natural environment.
  
1. Model "Wh" questions.
2. I wonder....statements.

### **ASSESSMENT**

1. Personal Communication
2. Observations
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC4 Engage in simple investigations.

### What will Children be able to do...

1. Observe, ask questions and participate in class investigation.

### ACTIVITIES

1. Project Work
2. Modeling questions
3. Science Experiments
4. Sensory Experiences

### ENRICHMENT/SUPPORT

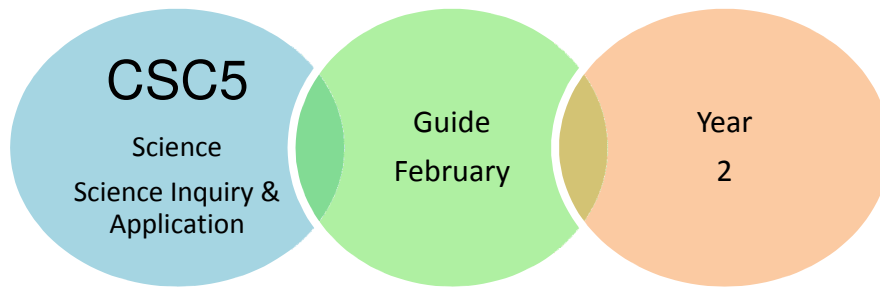
1. Research
2. Share findings with others
  
1. Model question
2. Model observations
3. Chart
4. KWL
5. Web
6. Photographs

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



## Cognitive General Knowledge



CSC5 Describe, compare, sort, classify, and order.

### What will Children be able to do...

1. Describe an event/investigation by giving at least one detail.
2. Compare two objects/investigations
3. Given a group of objects...sort, order and classify according to specific characteristics.

### ACTIVITIES

1. Nature collections
2. Model comparing, sorting, ordering and classifying
3. Books
4. Floor graphs
5. Charts
6. Webs

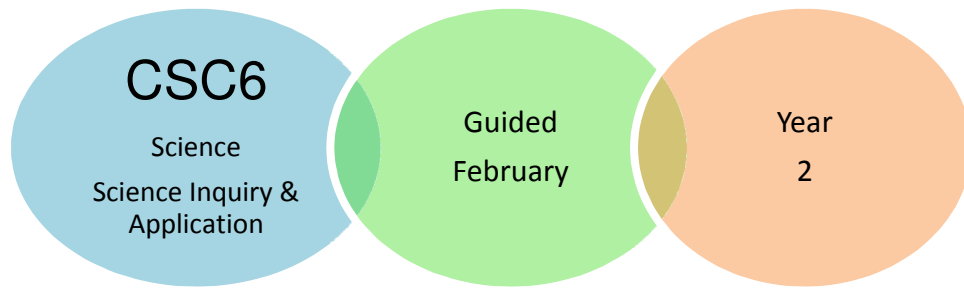
### ENRICHMENT/SUPPORT

1. Extend research or increase in complexity of sorting, ordering and classifying
  2. Describe/explain the comparisons, sorting.
- 
1. Visuals
  2. Matching
  3. Models

### ASSESSMENT

1. Observations
2. Personal Communication
4. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC6 Record observations using words, pictures, charts, graphs, etc.

### What will Children be able to do...

1. Given an investigation or experiment, record observations using words, pictures, charts, and graphs.

### ACTIVITIES

1. Charting
2. Webbing
3. Books
4. Research child generated topic (ants, bears, bats)
5. Computer
6. Expert observer or presenter

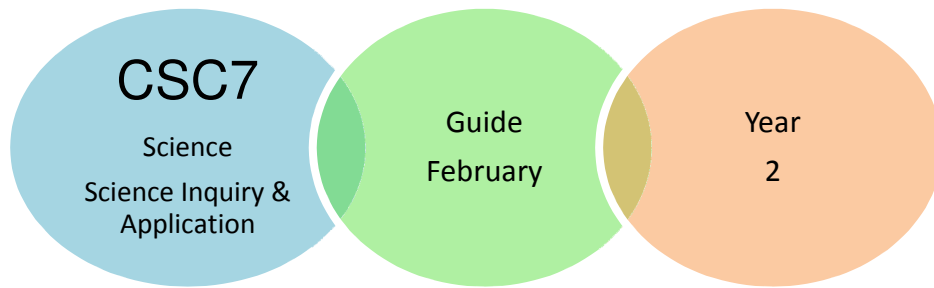
### ENRICHMENT/SUPPORT

1. Make a book or relate what they know to an audience.
1. Visuals
2. Discussions
3. Adult facilitation

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC7 Use simple tools to extend investigations.

### What will Children be able to do...

1. Use scales, magnifying glasses, or computer (archive.org) sites to extend an investigation.

### ACTIVITIES

1. Investigate/research a topic
2. Nature walk/collection
3. Project work
4. Explore and use different tools (tweezers, magnifying glass, camera, computer)

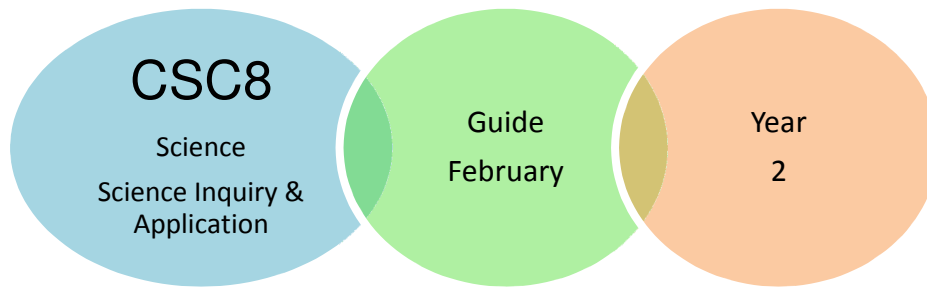
### ENRICHMENT/SUPPORT

1. Investigate own topic
  2. Draw and use words to document research
  3. Share with others.
- 
1. Adult facilitation
  2. Develop vocabulary-pre-teach some concepts.
  3. Demonstrate how to use tools

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC8 Identify patterns and relationships.

### What will Children be able to do...

1. Describe patterns and relationships such as plants must have water to live, life cycle of a butterfly and/or seasons of the year.

### ACTIVITIES

1. Investigations
2. Project work
3. Explore environment
4. Observing same tree over time, etc.
5. Sequencing, exploring life cycles.

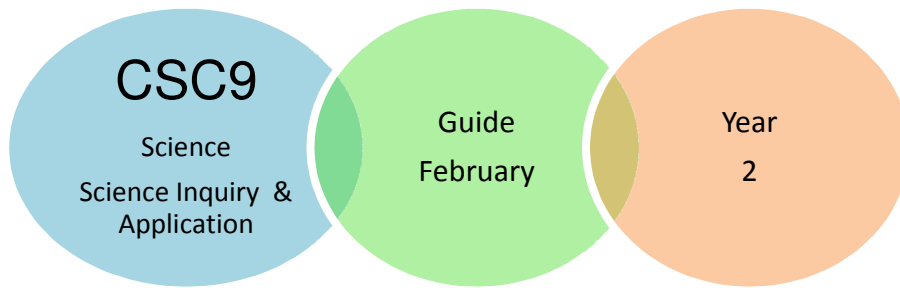
### ENRICHMENT/SUPPORT

1. Draw what they saw
  2. Extend research
- 
1. Understanding patterns
  2. Develop vocabulary or descriptive words
  3. Sequencing

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC9 Make predictions.

### What will Children be able to do...

1. Make a prediction of what will happen next in an experiment of form a hypothesis based on observations or information of a topic. For example: What do you think will happen if we stop watering the plant?

### ACTIVITIES

1. Providing opportunities that they are not familiar with the outcome.
2. Investigations
3. Project work

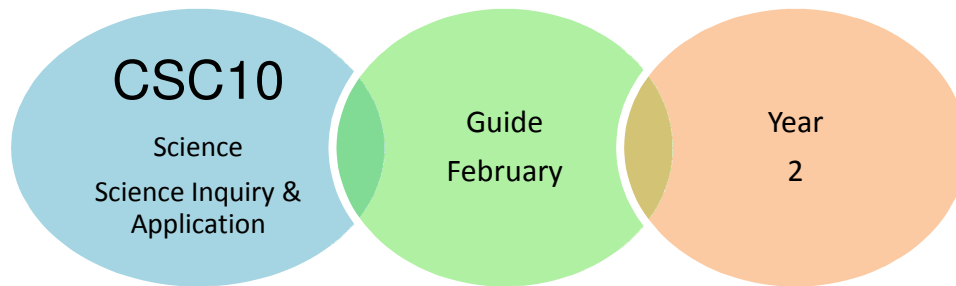
### ENRICHMENT/SUPPORT

1. Draw or discuss the predictions
  2. Explaining why they made the prediction
  3. Testing the prediction
- 
1. Modeling
  2. Choices between two outcomes
  3. Visual choices.
  4. Recalling previously learned information

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC10 Make inferences, generalizations, and explanations based on evidence.

### What will Children be able to do...

1. Given an example, scenario, or investigation, tell what may happen next, explain what happened, and generalize that information to another scenario. For example: We have been looking at this tree in the summer, what will the tree look like in the Fall? Winter? Spring?

### ACTIVITIES

1. Nature
2. Investigations

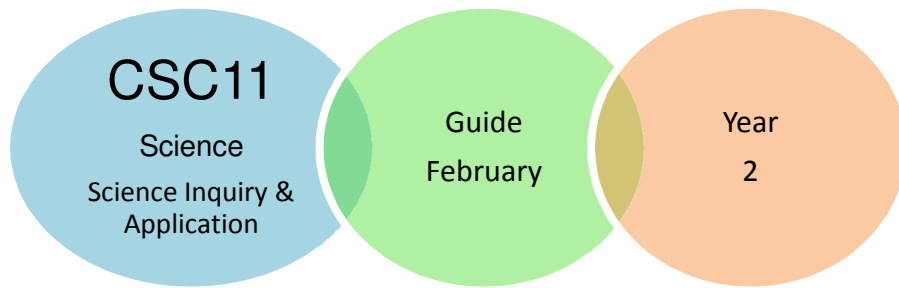
### ENRICHMENT/SUPPORT

1. Drawing
  2. Explain in detail
  3. More research
- 
1. Modeling the language and linking it to prior knowledge
  2. Use of cause/effect
  3. Descriptive language

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC11 Share findings, ideas, and explanations (may be correct) through a variety of methods (e.g. pictures, words, dramatization).

### **What will Children be able to do...**

1. Tell about his/her observations, ideas and explanations using pictures, words or acting it out.

### **ACTIVITIES**

1. Project work
2. Class discussions.
3. Portfolio work
4. Share ideas with other classes

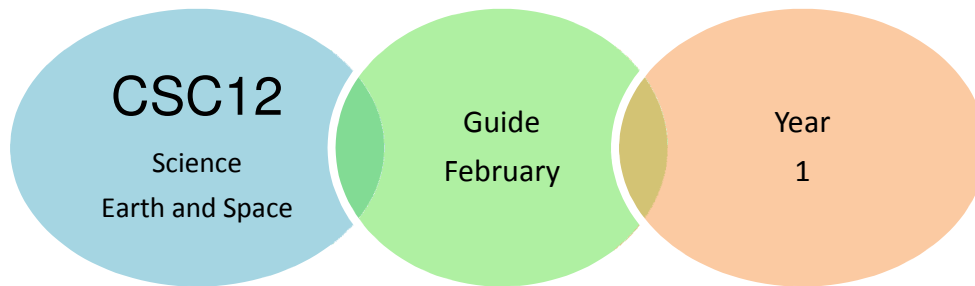
### **ENRICHMENT/SUPPORT**

1. Computer-research
2. Explain to peer or another class
  
1. Modeling
2. Develop vocabulary
3. Adult facilitation

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC12 With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon)

### **What will Children be able to do...**

1. Identify seasonal change, changes in the weather, and changes during the day.

### **ACTIVITIES**

1. Discussions of seasonal changes
2. Nature walks/observation
3. Daily weather
4. Books
5. Discussion of topics such as day, night, sun, moon, etc.
6. Discuss effects of rain, snow, and/or ice outside on the playground or at home.

### **ENRICHMENT/SUPPORT**

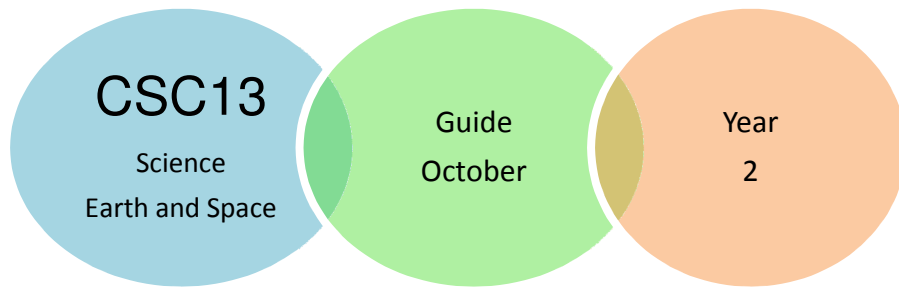
1. Describe the changes in elements to class.
  2. Share/explain why changes occur.
- 
1. Identify concepts such as sun and moon.
  2. Visual and pictures to help discussions.
  3. Non-fiction books
  4. Web, chart, or draw changes

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



## Cognitive General Knowledge



CSC13 With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.

### What will Children be able to do...

1. Given pictures or scenarios, identify helpful and harmful actions toward the environment.

### ACTIVITIES

1. Reading non-fiction books
2. Class discussion
3. Feeding animals
4. Making bird houses
5. Planting a garden
6. Picking up playground
7. Recycling

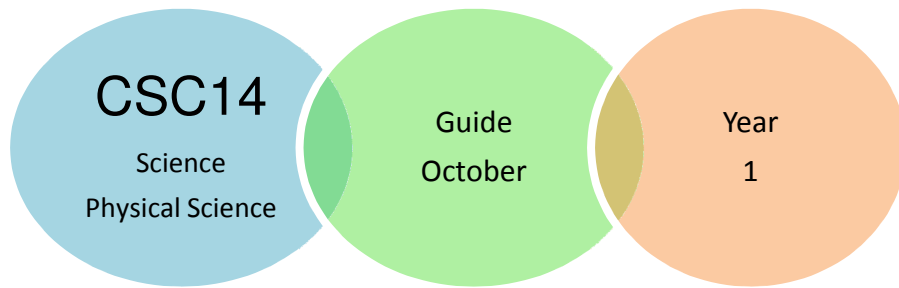
### ENRICHMENT/SUPPORT

1. Explain why we should conserve and future consequences of specific choices.
1. Reinforce helpful actions
2. Visuals
3. Direct instruction

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC14 With modeling and support, explore the properties of objects and materials (e.g. solids and liquids).

### **What will Children be able to do...**

1. Manipulate and engage with a variety of materials.

### **ACTIVITIES**

1. Sensory table
2. Finger painting
3. Water play
4. Foam blocks, magna-tiles, hard blocks.

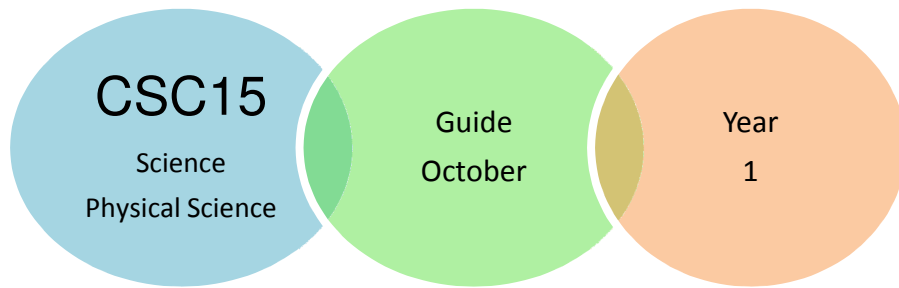
### **ENRICHMENT/SUPPORT**

1. Describe observations /properties
1. Hand over hand
2. Multiple opportunities

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC15 With modeling and support, explore the position and motion of objects.

### **What will Children be able to do...**

1. Manipulate a variety of objects

### **ACTIVITIES**

1. Sensory tubes
2. Building ramps
3. Playing with cars
4. Marble towers
5. Kites
6. Bubbles
7. Fans
8. Parachute

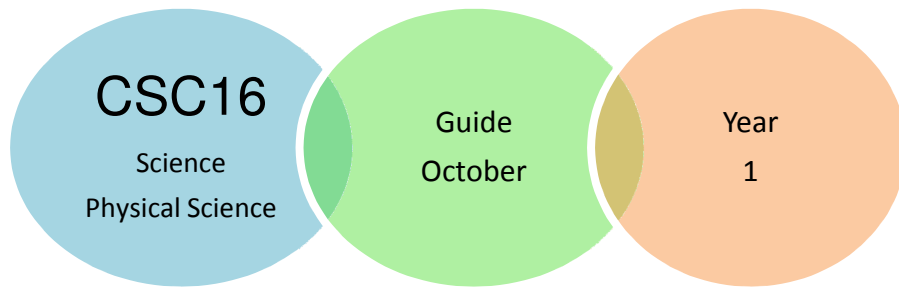
### **ENRICHMENT/SUPPORT**

1. Discuss movement and properties; make predictions
1. Hand over hand
2. Model
3. Multiple opportunities.

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC16 With modeling and support, explore the properties and characteristics of sound and light.

### What will Children be able to do...

1. Play with materials that have sound and/or light.

### ACTIVITIES

1. Light table
2. Overhead projector
3. Sing-a-long
4. Listening activities
5. Instruments from a variety of countries.
6. iPad (Lightbox; cause and effect)

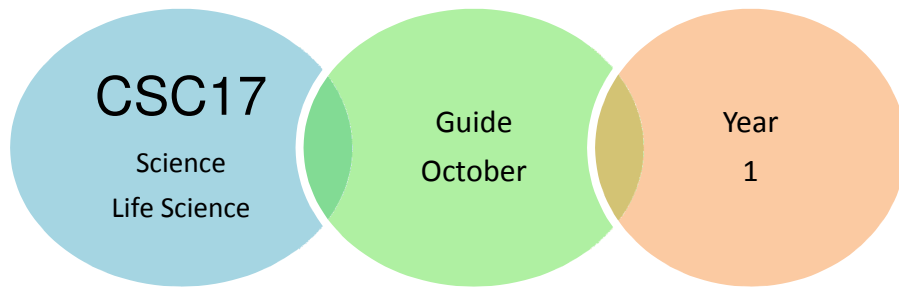
### ENRICHMENT/SUPPORT

1. Develop own music and or light show, etc.
  2. Explain own findings
- 
1. Manipulation of cause/effect toys
  2. Models

### ASSESSMENT

1. Observations
2. Personal Communication
3. Checklists
4. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC17 With modeling and support, identify physical characteristics and simple behaviors of living things.

### **What will Children be able to do...**

1. Receptively identify the physical characteristics and/or behaviors of living things (e.g. one that hops, moos, feathers)
2. Tell you a physical characteristic or behavior of a specific animal.

### **ACTIVITIES**

1. Sort pictures of animals by physical characteristics (4 legs, feathers, flies)
2. Sound bingo with farm animals
3. Books
4. Puppets
5. Experts
6. Nature exploration
7. Role playing (animal walks to music)

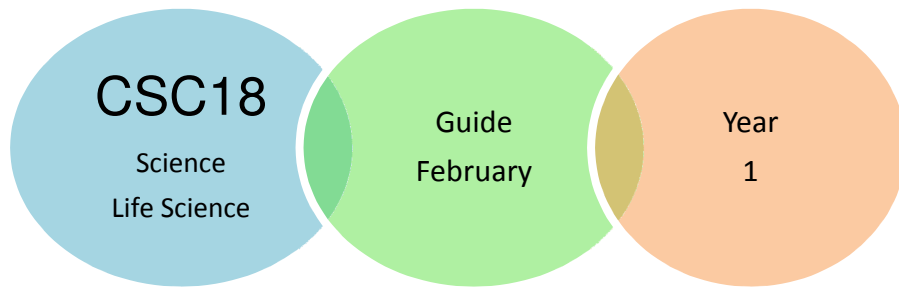
### **ENRICHMENT/SUPPORT**

1. Describe
  2. Categorize
  3. Sort by multiple characteristics
- 
1. Identify animals
  2. Identify characteristics of animal feathers, etc.
  3. Make animal sound

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC18 With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.)

### **What will Children be able to do...**

1. Identify the habitat of a specific animals
2. Identify the food and eating habits of specific animals.

### **ACTIVITIES**

1. Project work
2. Investigations
3. Research
4. Studies

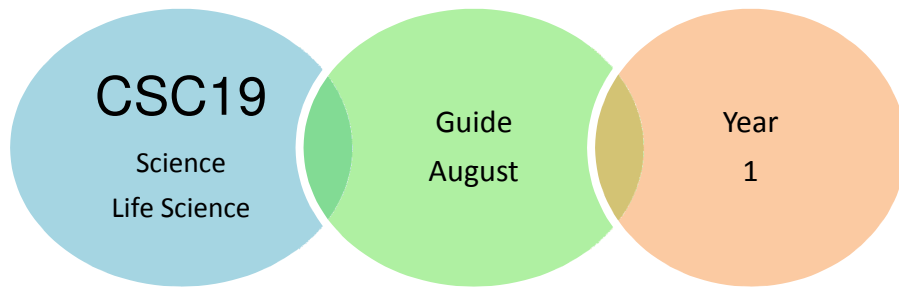
### **ENRICHMENT/SUPPORT**

1. Explain, draw, and/or tell about different animals-their eating habits and habitat.
1. Identify animals
2. Matching games
3. Sorting
4. pictures

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC19 With modeling and support demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.

### **What will Children be able to do...**

1. Identify major body parts (head, arms, shoulder, knees, toes, eyes, ears, mouth and nose).
2. Identify pictures of bodily processes (sleeping, eating, sitting, playing, running, walking).

### **ACTIVITIES**

1. Songs
2. Catchy jingles
3. Books
4. "About Me" pictures
5. Observations
6. Discussions

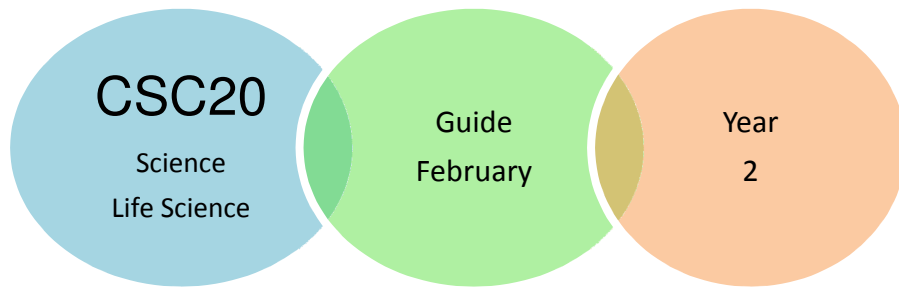
### **ENRICHMENT/SUPPORT**

1. Give minor body parts (eyebrows, elbows, fingers, toes, and teeth)
  2. Describe functions of senses and body
- 
1. Matching
  2. Visuals
  3. About me
  4. Social stories

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments

## Cognitive General Knowledge



CSC20 With modeling and support, demonstrate an understanding that living things change over time (e.g. life cycles)

### **What will Children be able to do...**

1. Describe the stages of a life cycle (plant, butterfly)

### **ACTIVITIES**

1. Investigations
2. Nature Observations
3. Non-fiction books
4. Research
5. Sequencing

### **ENRICHMENT/SUPPORT**

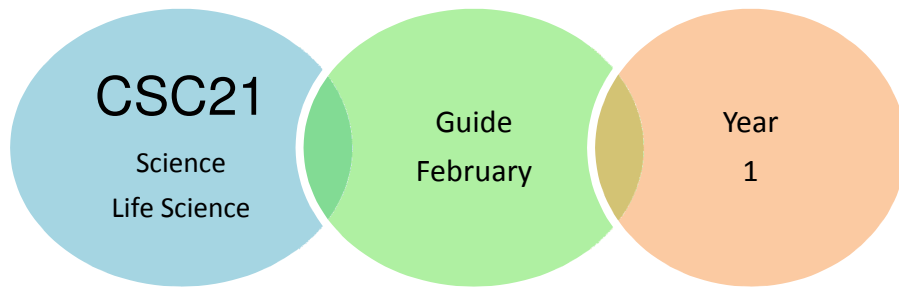
1. Drawing pictures
  2. Make a book
  3. Create own representation
  4. Explore other life cycles (egg, chick...)
- 
1. Visuals
  2. Sorts
  3. Models

### **ASSESSMENT**

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments



## Cognitive General Knowledge



CSC21 With modeling and support, recognize similarities and differences between people and other living things.

### What will Children be able to do...

1. Identify similarities between humans and plants, humans and animals, humans and fish.
2. Identify differences between humans and plants, humans and animals, humans and fish.

### ACTIVITIES

1. Research
2. Investigations
3. Venn diagram
4. Webbing
5. Class discussion
6. Non-fiction books

### ENRICHMENT/SUPPORT

1. Tell explain how or in what ways people and other living things are alike and different.  
Explain differences: Why fish have fins, etc.
1. Pictures
2. Models
3. Identify animals
4. Match
5. Sort

### ASSESSMENT

1. Observations
2. Personal Communication
3. Teacher-made standard-based assessments