

Spring 1999

An Integrated Emergent Literacy Curriculum for Primary Students

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AN INTEGRATED
EMERGENT LITERACY CURRICULUM
FOR PRIMARY STUDENTS

by

Katrina M. Clark

May, 1999

A completely integrated reading curriculum has been developed for the primary classroom. The curriculum may be used in whole to cover all academic subjects or as a supplement to an already existing program. The main theme, interdependence, is sub divided into: home/family and farms. Any specific directions or copies of activities are included as well as a teacher reference list and a children's literature list. The Washington State Essential Academic Learning Requirements as interpreted for kindergarten are covered by use of this curriculum.

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CHAPTER ONE

BACKGROUND OF THE PROJECT

Introduction

Of all subjects taught, reading is perhaps the most important. Without skills and comprehension in reading we are unable to move on to higher levels of learning or even other subjects. The ongoing debate of whether to teach phonics or whole language in regards to reading continues to be fought; however, "it is a balanced environment where students are given authentic reasons to read and write and are systematically provided with instruction that allows them to do so" (Bishop & Bishop, 1996, p. 1). This is done by inserting phonics instruction in a whole language environment. This project incorporates the best of both starting with a whole language philosophy and including phonics for students who need more specific instruction.

Purpose of the Project

By surrounding the student in a sea of print, interesting literature, and hands on projects, an environment in which the student needs to and wants to learn to read can be created. The ultimate objective is, of course, that the student learn to read. This project uses the theme Interdependence, which is divided into two sub themes: home/family and farms. The first sub theme of home/family returns the child to a place in which he is confident and comfortable. From the home/family the child learns more about traditions, graphing, pets, health, fire safety, other homes, holidays, letter writing, grocery shopping, gardening, cooking/kitchen science, etc. The farm sub theme extends the child's learning to where things come from, life cycle, seasons, responsibility, cooperation, problem solving, etc. Each sub theme returns to the main theme of Interdependence.

The majority of the activities in the project include reading and writing although some are put in to round out and support the project (i.e., physical education and art). The author believes that by providing these activities in a safe and nurturing environment, not only will the students want to read, but they will begin to read. The integration of subjects (thematic learning) is necessary to provide students with authentic learning. "The underlying principle [of thematic/integrated learning] is that our world is an integrated whole, and that one of the greatest gifts you can offer your students is the connectedness of classroom education to the real world" (Jensen, 1995, p.95). This creates purpose in what the children are doing and learning.

Significance of the Project

Reading is an essential skill needed in math, science, social studies, language arts, performing arts, and other subjects. "Supplying students with a set of skills does not necessarily produce readers" (Bishop & Bishop, 1996, p. 2). While providing instruction for reading, teachers must also guide the students to the reasons for reading. This reason exists in the world around us and in our every day lives. This project emphasizes skills for reading as well as reasons for reading across the curriculum. It allows the teacher to forget the debate and instead remember the children.

In 1992, the Washington State Commission on Student Learning began to develop student performance standards called Essential Academic Learning Requirements. (Washington State Commission on Student Learning, 1997). These standards have been developed to help guide schools and parents in giving students the knowledge and skills necessary to succeed in society today. The Essential Academic Learning Requirements have been adapted to the kindergarten level. This

adaptation is what the author is using to cover areas in reading, writing, communicating, and math. This project grew from the author's opinion that there is no one right way to teach reading effectively, but that it must be taught in a way which fosters habits and attitudes of independent, self-motivated students who become lifelong readers.

Limitations of the Project

This curriculum is designed for primary students, specifically a half day kindergarten program. It is a year long plan which integrates reading across many subject areas. The project is developed with the Washington Essential Academic Learning Requirements in mind.

Definition of Terms

Emergent: The beginning reader. The period from birth until a child begins conventional reading (Saint-Laurent, Giasson, & Couture, 1997).

Essential Academic Learning Requirements: These are student performance standards developed for Washington state students by the Washington State Commission on Student Learning (Washington State Commission on Student Learning, 1997).

Integrated: To unite or link some or all subjects under a common theme or with a common goal (Glatthorn, 1994).

Phonemic Awareness: The awareness that sounds are in our language and that spoken words are made up of individual sounds (Bishop & Bishop, 1996).

Phonics: A method of teaching reading based on phonetics or sounding out individual letters and syllables:

explicit-the process of building instruction systematically from letters to words

implicit-the process of teaching from words to letter-sounds (Bishop & Bishop,

1996).

Whole Language: The philosophy which uses story content and literature to teach children to read. Children use pictures and other context clues to figure out what words mean (Taylor, 1997).

Overview of the Remainder of the Project

Chapter Two is a review of the current literature available regarding phonics and whole language and the debate between the two. Chapter Three describes the procedures undertaken to develop the project and elaborates on how the project was organized. Chapter Four consists of the project itself: A year long project focusing on reading integrated across the curriculum. Chapter Five consists of a summary, conclusions, and recommendations by the author.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

The purpose of this project is to design a complete integrated emergent reading curriculum for the kindergarten classroom. Phonics is taught implicitly within a whole language environment. In order to support this project, a review of literature on different aspects of reading was conducted. The aspects are: a definition of reading, the importance of reading, emergent literacy, phonics instruction, whole language, a balanced environment, an integrated curriculum and Washington State Essential Academic Learning Requirements.

A Definition of Reading

There are many definitions of reading. May (1994) defines it as "sharing on an emotional, empathetic level as well as on a cognitive level" (p. 19). Bishop and Bishop (1996) perceive reading as "a process of active communication where readers construct knowledge from an author's printed language" (p. 3). Whatever our definition of reading may be, "An important concept to remember is that comprehension is what reading is all about" (Bishop & Bishop, 1996, p. 7).

The Importance of Reading

"Reading is the foundation for all other learning" (U.S. Department of Education, 1998). This statement clearly says that without reading, learning is limited. The ability to read removes limits to our learning. The importance of reading is further emphasized by Bishop and Bishop (1996), "children should be read to from the moment they can sit in a parents lap. The language of literature should run through

their heads" (p. 70). It is no wonder parents and teachers are often encouraged to read aloud to children, as Adams (1990) claims, "The single most important activity for building the knowledge and skills eventually required for reading appears to be reading aloud to children" (p.46).

The Institute for Academic Excellence has conducted major studies on literature based reading. The Institute has documented that children who have more in school reading time have a high potential for substantial improvements in test scores. The Institute created a program of classroom proven strategies to establish 60 minutes (the recommended standard) for in-class reading time. Teachers who have adopted this program report increased scores in standardized tests (more than twice the normal rate) and improvements in affective measures such as discipline, attendance, and self-esteem (cited in Paul, 1996).

The importance of reading is immeasurable and the benefits celebrated. Along with learning to read, children should be read to, and considerable amounts of time should be devoted to both (May, 1994).

Emergent Literacy

The Education Department of Western Australia (1994) identifies the first three phases of reading as: role play reading, experimental reading, and early reading. These three early phases fall under the definition of emergent literacy. "Emergent literacy refers to the first signs of abilities and knowledge with regard to written language, the period between birth and the time when children conventionally read and write" (Saint-Laurent, Giasson, & Couture, 1997, p.53). This means then, that emergent literacy is developing over a period of approximately six or seven years. Children have a lot to learn about language and print before they actually learn to read. In fact, while researching teaching practices in New Zealand, Manning (1998b)

found that many primary teachers believe that children should hear 1,000 books before even beginning formal reading instruction.

During the emergent literacy stage children learn a lot simply by being read to. Students gain much when listening to good literature; enjoyment of literature is experienced, an appreciation for good literature is promoted, vocabulary growth occurs as they hear unfamiliar words in context, information is learned, a positive attitude toward reading is fostered, listening skills are improved, an understanding of story structure is developed, and knowledge of syntax is expanded. (Manning, 1998b, p. 88)

The essential elements in emergent literacy for children “depends on reading role models, opportunities to explore, and interaction with adults” (Saint-Laurent et al., 1997, p.52). Frequent contact with written language is important as Saint-Laurent et al. contend,

it allows children to develop a positive attitude towards reading and to acquire abilities and knowledge about:

- differences between written and oral language
- reading direction (left to right and top to bottom)
- understanding what is a letter, word, sentence, title, etc.
- different uses of written language (learning, pleasure, identifying personal belongings, etc.)
- searching for text's meaning
- recognition of a few words. (p.53)

Saint-Laurent et al. adds that, “these behaviors are legitimate aspects in the development of reading and writing and develop into conventional literacy” (p.53).

Within the emergent literacy period children are learning not only what print is but, what it can be used for. They should be encircled with a sea of print in a safe,

supportive, and caring environment. This is upheld by Adams (1990),

Prereader's growing understanding of the nature and uses of print depends upon growing up in an environment where print is important. It depends upon interactions with print that are a source of social and intellectual pleasure for the individual children and the people who surround them. It thrives on pride and affection, and develops only through extensive experience. (p.61)

In such an environment, children eventually "induce that print symbolizes language and that print holds information. They begin to see that stories in books, grocery lists, instructions for toys, flavors of ice cream, notes from teachers, all are messages found in print" (Adams, 1990, p. 60).

Understanding what reading is, how important it is, and what is involved in the emergent literacy period may leave one thinking that these experiences should be typical for all children. Many children enjoy hundreds of hours of storybook reading and literacy support in early years; however, "research indicates that many children also approach school with very little print knowledge" (Adams, 1990, p.61).

Honig (1997) has found that for most children who are poor readers, the reading battle is lost in kindergarten and first grade. This means that it is indeed crucial to provide a good foundation for reading during the kindergarten and first grade years.

Kindergarten is a vital year. Students with literacy experiences from both extremes (no experience with print as compared with a rich background with books, pre-writing experiences and being read to) and everything in between will be accounted for. May (1994) suggests opportunities young school children do need "early and heavy" emphasis on:

1. A strong feeling of belonging and importance in a community of scholars

and friends

2. A chance to continue their investigation of how 'big people' use written and oral language
3. An opportunity to refine their awareness of different language sounds, their awareness of the way words are ordered in sentences, and their awareness of the world of things and ideas
4. A strong sense of pleasure and pride that comes from developing skill in reading and writing complete messages (whole text)-the pleasure and pride of communicating with confidence
5. A strong desire to use literature as a source of information, aesthetic pleasure, and sheer enjoyment. (p. 24)

Phonics Instruction

Phonics teaches children to decode words by sounding out individual letters and syllables. Young readers are taught to tie sounds to letters, then break an unfamiliar word down into its individual sounds, and finally blend the sounds together again into a word. According to Smith (1965), phonics was first introduced to reading instruction in the U.S. in the 1790s through phonetically organized word lists in Noah Webster's now famous Blue Back Spellers.

After 20 years of research, the National Institutes of Health declares that, "children need to understand the sounds of the English language and sound-letter relationships-known as 'phonics'-before they can learn to read. For some this comes naturally; others must be taught" (quoted in Lally & Price, 1998, p. A13).

Bishop and Bishop (1996) add that, "students need to develop their own logic of how the code process works and have the desire and confidence to use the process whenever it is needed" (p.1). Bishop and Bishop also recommend that we

teach students that they have important things to write and that knowing the alphabet allows them to write these important things. Encourage invented spelling if necessary. Invented spelling is an excellent indicator that students are phonemically aware. (p.20)

Adams (1990) agrees, "No matter the level of a child's phonemic awareness, to make use of it, she or he must learn to identify the visual forms of individual letters" (p.59).

Stahl, Duffy-Hester, and Dougherty Stahl (1998) assert that it is not important in what setting phonics instruction occurs, but that it is done well. They maintain good phonics instruction have these principles:

- develops the alphabetic principle
- develops phonological awareness
- provides a thorough grounding in the letters
- should not teach rules, dominate instruction, and need not use worksheets
- provides sufficient practice in reading words
- leads to automatic word recognition
- is one part of reading instruction (pp.339-343).

In order to read students must know the letters of the alphabet and be phonemically aware. Results of a recent U.S. national survey of elementary school teachers indicated that 99% of K-2 teachers considered phonics instruction to be essential (67%) or important (32%) (Baumann, Hoffman, Moon, & Duffy-Hester, 1998). However, phonics awareness alone is not sufficient to become an effective reader. According to the authors of Becoming a Nation of Readers, "all that phonics can be expected to do is help children get approximate pronunciations" (Anderson, Hiebert, Scott, and Wilkerson, 1985, p.41). Bishop and Bishop (1996) maintain that phonics is

a necessary component of the reading process but, phonics instruction by itself is not sufficient to produce effective readers.

Routman (1996) reports that there are no long term benefits to phonics instruction. The teaching emphasis shifts in the early grades from reading for accuracy to the later grades when the focus is on meaning. Routman suggests taking a common sense view of phonics, citing that students who are taught with lots of phonics may have an advantage in the early grades as measured by standardized tests, but this advantage disappears by the third grade when the focus is on meaning.

The International Reading Association (1997) asserts, "Phonics knowledge is critical but not sufficient to support growing independence in reading" (p.24). Anderson et al. (1985), conclude, "The issue is no longer, as it was several decades ago, whether children should be taught phonics. The issues now are specific ones of just how it should be done" (p.37).

Whole Language

Whole language is a child-centered, literature based approach to language teaching that immerses the students in real communication. The support for whole language teaching is based on linguistics, pedagogy, and psychology. In the whole language environment, reading and writing go hand in hand as students begin to string letters together (Taylor, 1997). Ken Goodman, an advocate and founder of the whole language movement, says that part of his theories of reading have "led to the concept of wholeness-that everything you do is related to everything else" (quoted in Harste & Short, 1996, p.517).

The whole language philosophy looks at learning from whole to part instead of part to whole. Sauder (1995) uses the analogy of a puzzle to describe whole language. Sauder claims teaching isolated language skills, as in traditional

instruction is like giving a child several pieces of a puzzle and asking her to tell what the picture is. She explains that it is the holistic approach of whole language that shows children the picture of the completed puzzle and then shows the parts (or pieces).

May (1994) sums up 10 aspects of whole language. They are:

1. as much as possible, writing and reading should be learned together
2. writing and reading should be learned in meaningful, functional situations
3. our language has interacting cueing systems (or clues)
4. written language is not merely a mirror image of spoken language
5. language is best learned in a true community setting
6. whole language approaches require whole books-thus the need for a strong literature program
7. it takes time for writing skills to flourish
8. teachers need to be writers
9. the teacher's major function is that of experienced and interested responder
10. writing is a process more than a product (pp. 329-330)

"Whole language classrooms foster habits and attitudes of independent, self-motivated, lifelong readers and writers to a far greater degree than more traditional classrooms-especially those emphasizing phonics first" (Weaver, 1990, p.6).

A Balanced Environment

The debate between whole language and phonics is not new. It began in 1840 when the pendulum began to shift toward the whole-word method from the phonics method (Bishop & Bishop, 1996). Today the debate has reignited with education conservatives usually advocating phonics while education liberals often endorse whole language. Adams (1990) believes "the trail of protest over and changes in our

methods of reading instruction reflect earnest concern on both sides" (p.4). To the attacks on the whole language philosophy being used in the classroom, whole language advocate Yetta Goodman says, "the issue isn't whole language; the issue is public education" (quoted in Harste & Short, 1996, p. 517).

A number of researchers believe whole language and phonics should and can be combined. (Bishop & Bishop, 1996; Weaver, 1998; May, 1994)

Bishop and Bishop (1996) explain,

Students see little reason to learn about schwas, digraphs, and diphthongs.

They want to read books about large red dogs, curious monkeys, and teachers who come from black lagoons. Great literature motivates children to learn important and necessary decoding skills. If students are going to develop the richest possible 'logic of the code', we must give them both reasons and skills to do so. (p.i)

As many as fifty percent of children will intuit the alphabetic system from the instructional strategies used in the whole language classroom-exposure to print, print activities, and mini lessons in the context of reading stories. Many students, however, need an organized program that teaches phonemic awareness, letter sound correspondences, and decoding skills to learn to read (Honig 1997).

Dunbar Primary School in Tallmadge, Ohio (cited in Enz, Bruneau & Vacca, 1996) has developed a literacy program based on whole language principles. This program includes students with special needs who are assigned to fully inclusive team taught classrooms. Integrated within the curriculum are authentic situations which allow students to practice phonemic awareness and spelling.

Weaver (1998) offers suggestions to integrate phonics into whole language classrooms. She says children can develop phonics knowledge:

- by having familiar and favorite stories read again and again (teacher points

to words as spoken)

- by discussing letter/sound relationships in the context of authentic reading selections
- by engaging in a limited number of activities reinforcing letter/sound relationships, as an outgrowth of the shared reading experience
- by learning to use letter/sound cues along with prior knowledge and context
- by rereading favorite stories, songs, and poems, independently or with a peer
- by observing and participating as the teacher demonstrates letter/sound relationships while writing
- by writing independently, constructing their own spellings as best they are able
- by developing their own strategies for learning letter/sound patterns

Weaver (1998) also states that we should "have faith in children as learners, they can and usually will develop a grasp of letter/sound relationships with little direct instruction" (p.2).

Honig (1997) has also developed components for a comprehensive reading program. While it draws from the whole language movement, it also includes organized skill development elements such as phonemic awareness, phonics, and decoding. To these elements Honig has added discussion opportunities and ongoing diagnostic assessments and intervention.

While supporting phonics instruction, the International Reading Association (1997) maintains that, "Phonics instruction, to be effective in promoting independence in reading, must be embedded in the context of a total reading/language arts program" (p.24).

In their extensive research on reading and the brain, the National Institutes of Health concluded that, "children learn best if they're first given 'phoneme-awareness' training in the sounds of the language and then taught the letter-sound relationships of

traditional phonics. All along teachers should also expose children to literature by reading to them and giving them interesting books to read as in the whole language method" (quoted in Lally & Price, 1998, p. A13).

May (1994) calls for a "synthesis of views". He states that opponents need to get together for a common cause-the intelligent and loving education of children.

An Integrated Curriculum

Glatthorn (1994) defines integration as the "use of several approaches that link the subjects with one another to help the students understand the interrelationship of knowledge and to use knowledge from several disciplines to examine personal and societal problems" (p.70). The extent to which integration should be used is still an issue of debate. For many teachers this is a personal decision depending on the grade level and abilities of the students concerned.

Engagement with literature also occurs when students are reading in the content areas. Manning (1998a) states she was especially interested in teachers using themes because students devour text as they search for answers to their questions. Using themes is one way to integrate curriculum for younger students. Manning (1998c) also expresses that whenever a student writes, reading ability is increased. Many teachers consider writing an integral part of learning to read and weave it through their instruction (Weaver, 1998; Adams, 1990; Jensen, 1995).

An integrated curriculum appears to be a realistic way to combine implicit instruction of phonics embraced within a literature rich whole language environment. Reading takes place across the entire curriculum as it does in the world around us.

Epiphany School (Epiphany School, 1998) in Honolulu, Hawaii provides an integrated curriculum for their students reflecting the holistic nature of learning. While children are studying ancient Egyptians, they are learning the mathematics of

pyramids, and the beauty of Egyptian wall paintings.

At Benjamin Banneker Elementary School in Milford, Delaware, teachers and parents have worked together to create a successful curriculum in which everything revolves, or is integrated, around language. In 1994 the school became one of 16 schools in the nation to be designated a Basic School by the Carnegie Foundation for the Advancement of Teaching (cited in Elliot, 1997).

Davenport, Jaeger, and Lauritzen (1996) claim "we must pursue the type of curriculum that centers on our students and that creates an environment conducive to inquiry and exploration" (p.353). In an integrated curriculum teachers do not dwell on what they already know, but open the door to the potential of what students could know. Students ask their own questions, design explorations, serve as resources for one another, and take ownership for presenting their own discoveries. Students can confirm that life is interesting and worth knowing about (Davenport, Jaeger, & Lauritzen, 1996).

In the argument for integration, Glatthorn (1994) provides several reasons in support. Among these are that the real world is integrated, not fragmented, and students learn best when learning is connected to what they know or are interested in. Integrated curriculums can also save some time in the school day as they comprise more than one subject during a lesson. Glatthorn also remarks that "research on the brain tentatively suggests that the brain better retains and more readily accesses knowledge that is patterned and holistic" (p, 92).

In developing a rationale to support integration, Glatthorn (1994) comments that individuals can turn to both research and theoretical arguments. In general, research supports the use of integrated curriculum. Vars (1991) agrees and has concluded that students in various types of integrated programs perform as well as or better than students studying separate subjects.

Washington State Essential Academic Learning Requirements

In order to establish common learning goals for all Washington state students, the Washington State Legislature adopted the Education Reform Act of 1993. Included in the Education Act are goals intended to raise academic standards and student achievement.

A portion of the Education Reform Act directed the Washington State Commission on Student Learning (1997) to develop and administer some of the important components of the education reform. The Commission has been charged with developing:

- clear, challenging academic standards
- standards-based assessments and other ways of measuring student achievement
- an accountability system to hold schools and school districts accountable for results

From these components the Commission has developed Essential Academic Learning Requirements. As of this writing there are four basic subject areas which are completed with goals. These areas are: communication, reading, writing, and mathematics. These Essential Learnings represent the specific academic skills and knowledge students will be required to meet in the classrooms. The skills and knowledge transpired in the classroom should prepare the students to successfully perform on benchmark examinations in the fourth, seventh, and tenth grades.

The Essential Academic Learning Requirements have been interpreted for kindergarten by the Commission. The list that follows covers the four basic subjects which are currently instated (note: science, history, geography, civics, economics, arts, and health & fitness are still in the process of construction):

Communication-

Goal: Communicate effectively and responsibly in a variety of ways and settings.

Essential Learning I: The student uses listening and observation skills to gain understanding

(1.1) Pay attention while others are talking.

(1.1) Listen attentively to stories read aloud in a group setting.

(1.2) Follow a set of at least three oral directions correctly when doing a worksheet or project in class.

(1.3) Participate in group discussion offering remarks and answers that relate to the subject.

Essential Learning II: The student communicates ideas clearly and effectively.

(2.1) Participate in sharing using at least two complete sentences.

(2.1) Identify by naming ten colors.

(2.1) Describe an object using three adjectives or descriptive words.

(2.4) Tell about a picture using at least three complete sentences.

(2.5) Participate in creative dramatics, role playing, songs, and finger plays with classmates.

Essential Learning III: The student uses communication strategies and skills to work effectively with others.

(3.1) Share ideas and experiences with others.

(3.2) Work cooperatively with others in a group setting.

Reading-

Goal: Read with Comprehension

Essential Learning I: The student understands and uses different skills and strategies to read.

(1.1) Identifies letter/names of all letters of alphabet presented, capitals and lower case together in random order.

(1.1) Identifies letter/sounds of all letters of alphabet in isolation.

(1.1) Names persons, places, things, and action words.

(1.2) Recognizes some words in different context (classmate's name, exit, love, mom, etc.).

Essential Learning II: The student understands the meaning of what is read.

(2.1) Reads picture directions on worksheet.

(2.1) Retells familiar story in sequence (i.e. Three Bears).

(2.2) Sequence a set of four pictures in a logical sequence and tell the story in a logical sequence.

Essential Learning III: The student reads different materials for a variety of purposes.

(3.1, 3.2, 3.4,) Reads labels and signs around the classroom; reads and follows simple picture directions.

(3.1) Locates and uses resource materials in classroom such as charts, picture dictionaries, class phone book, alphabet, etc.

(3.3) Participate in group reading of stories, songs, and poems.

(3.3) Memorize and recite at least three nursery rhymes or finger plays.

(3.3) From class reading log- student has been read a variety of literature representing different cultures, perspectives, and issues and different views of family, friendship, culture, and tradition.

Essential Learning IV: The student sets goals and evaluates progress to improve reading.

(4.1) "Re-reads" to gain confidence in known text.

(4.3) Returns to "read" and review favorite books.

Writing-

Goal: Write with Skill

Essential Learning I: The student writes clearly and effectively.

(1.1) Participates in the writing of a class book by dictating words to teacher and drawing pictures.

(1.1) Orally describe an object using three adjectives.

(1.1) Depict (draw or tell) a familiar story in correct sequence.

(1.2) Communicates own ideas in a journal writing experience.

(1.3) Copies a sentence from a paper, copying capital letter at beginning and punctuation at end correctly and spacing between words.

(1.3) Print first name using correct manuscript D'Nealian formation of letters (capital at beginning, lower case for rest).

Essential Learning II: The student writes in a variety of forms for different audiences and purposes.

(2.1) Expresses an idea in writing showing some phonemic awareness.

(2.2) Responds to teacher's prompt and tells about something in a writing experience.

(2.3) Writes in a journal.

Essential Learning III: The student understands and uses the steps of the writing process.

(3.1) Participates in group brainstorming and writing of a story map.

(3.2) Expresses an idea in writing showing phonemic awareness.

(3.4) Uses one or more resources in classroom to spell a word ; spell I, me, first name-phonetic spelling okay for other words.

(3.4) Begin to use capitals and end punctuation.

(3.5) Participate in group selection of display form (publishing options, i.e., book or poster).

Essential Learning IV: The student analyzes and evaluates the effectiveness of written work.

(4.1) Listens while others share writing; offers positive feedback on other's writing.

Mathematics-

(These are set up differently)

Essential Learning I: The student understands and applies the concepts and procedures of mathematics.

(1.1) Number and numeration-

Recognize and write numerals 0-9 with some reversals.

Recognize numbers up to 12.

Explore concept of equal parts.

One to one correspondence to 20.

Rote count to 50.

Compare sets to 5.

Identify half of a unit.

Computation-

Explore addition and subtraction concepts using concrete models combinations to 20.

Create concrete models for addition and subtraction combinations to 5.

Estimation-

Explore estimation and counting sets of objects to 100.

(1.2) Attributes and dimensions-

Estimate and measure to determine: which is heavier/lighter, which is longer/taller/shorter, which holds more.

Know the value of penny, nickel, dime, and quarter.

Explore calendar.

Tell time to the hour.

Approximation and precision-

Count nonstandard units to determine the length of objects.

estimate and count coins (like coins).

Estimate and measure weight, length, volume, temperature, length of time.

Guess and check where teacher supplies the check.

Systems and tools-

Know the appropriate units for time, money, temperature, and length.

Recognize and know the use for: money, clock, ruler, scale, thermometer, and measuring cup.

(1.3) Shape and dimension-

Describe and identify geometric shapes and solids and explore how they are related.

Recognize shapes in their surroundings.

Relationships and transformations-

Explore the concept of symmetry, congruence, and similarity.

Use appropriate language to describe the relative position of objects in space and how to get them from one location to another.

Draw free hand circle, square, triangle, oval, and rectangle (recognizable).

(1.4) Probability-

Explore the concept of chance.

Use concrete materials to gather data.

Identify fair and unfair games.

Statistics-

Collect and record data.

Record using tally marks.

Describe attributes of objects.

Determine likeness and differences among objects by identifying attributes.

Determine and label like sets.

Sort and resort objects or people according to particular attributes.

Develop and implement plans for collecting and analyzing data to answer questions.

Create real graphs.

Interpret graphs they create.

Prediction and inference-

Predict outcomes of simple activities and compare predictions to results.

(1.5) Relations and representations-

Identify patterns in the real world.

Describe, copy, and extend patterns (copy using same materials).

Create and describe patterns using a variety of different materials and indifferent context.

Use patterns to make predictions.

Compare sets of objects as being the same, about the same, more, one more, less, or one less.

Operations-

Models joining and separating situations.

Given a simple rule, apply it to a collection of sets. ex. add one.

(2.1-5.3) The Essential Learnings in Problem Solving, Reasoning, Communication, and Connections are the same in all grades K-5. We expect student understanding will start very simple in the kindergarten classroom and grow in complexity and sophistication as students mature.

The student will use mathematics to define and solve problems.

(2.1) search for patterns in simple situations.

use a variety of strategies and approaches.

recognize when information is missing or extraneous.

recognize when an approach is unproductive and try a new approach.

(2.2) identify questions to be answered in familiar situations.

define problems in familiar situations.

identify the unknowns in familiar situations.

(2.3) organize relevant information

select and use appropriate mathematical tools.

apply appropriate methods, operations, and processes to construct a solution.

Essential Learning III: The student uses mathematical reasoning.

(3.1) interpret and compare information in familiar situation

validate thinking using models, known facts, patterns, and relationships.

(3.2) make conjectures and inferences based on analysis of familiar problem situations.

(3.3) test conjectures by finding examples to support or contradict them.

support arguments and justify results based on own experiences.

check for reasonableness of results.

reflect on and evaluate procedures and results in familiar situations.

Essential Learning IV: The student communicates knowledge and understanding in both everyday and mathematical language.

(4.1) follow a plan for collecting information.

use reading, listening, and observation skills to access and extract mathematical information from a variety of sources such as picture, diagrams, physical models, classmates, oral narratives, and symbolic representations.

use available technology to browse and retrieve mathematical information from a variety of sources.

(4.2) organize and clarify mathematical information in at least one way- reflecting, verbalizing, discussing, or writing.

(4.3) express ideas using mathematical language and notation such as physical or pictorial models, tables, charts, graphs, or symbols.

Essential Learning V: The student understands how mathematical ideas connect to

other subjects areas and real-life situations.

- (5.1) connect conceptual and procedural understandings among familiar mathematical content areas.

recognize equivalent mathematical models and representations in familiar mathematical content areas.

- (5.2) recognize mathematical patterns and ideas in familiar situations in other disciplines.

use mathematical thinking and modeling in familiar situations in other disciplines.

describe examples of contributions of the development of mathematics such as the contributions of women, men, and different cultures.

- (5.3) give examples of how mathematics is used in everyday life.

identify how mathematics is used in career settings
(Washington State Commission on Student Learning, Working Drafts, 1997, pp. 1-8).

Summary

A review of different aspects of learning found the importance of reading to be immeasurable. Without reading ability the student has limits on his or her learning. The student with good reading and comprehension skills has no boundaries on their ability to learn. Emergent literacy is a critical period when children are beginning to make sense of language in its written form. It is imperative that children in this stage be exposed to many forms of print and encouraged to experiment with it. Both phonics and whole language are supported by research. Because the child needs to not only learn how to read, but learn to love to read, it is a combination of both phonics and whole language in a balanced environment that will reach most children and open the doors to a whole world of knowledge available to them. An integrated curriculum offers a learning environment as close as possible to real life learning. Research

continues to develop on this topic, but it is apparent that children learning through an integrated curriculum are scoring as well as or above those who are being taught in traditional single subject environments.

Before children can read, they must have a book in their hands, decoding skills in their minds, and always, always have access to materials which promote reading and writing. It is a process that is as individual as it is interdependent. Reading can be presented with phonics and whole language, together in a complete and integrated curriculum.

CHAPTER THREE

PROCEDURES

This project originated because of the author's love of reading and sharing that love with young children. An early reader herself and mother to five children with very different learning styles, reading and the development of this skill have always been of great interest. While observing and working with students at various grade levels the author recognized that skilled readers come by their good reading in a variety of ways. After attending a conference in 1996 on the Washington State Essential Academic Learning Requirements and the conclusions drawn from various curriculum courses, it seemed apparent that the best way to introduce and teach reading was through an integrated, print-rich environment which delivered the best of whole language and phonics. In addition, the development of the Essential Academic Learning Requirements gave another reason to integrate subjects. Through integration all benchmarks can be taught, connected, and revisited several times to insure learning and comprehension.

The author reviewed current research before beginning this project. This review included searches on the ERIC database as well as searches on the world wide web. Research supported many of the author's beliefs and also developed new ideas. The curriculum is intended to cover a full school year of 36 weeks for a half day kindergarten program.

The main theme of interdependence is divided into two sub themes which account for 18 weeks each. The activities in chapter four of this project are taken from many sources, including the author's own ideas, and are incorporated to provide a total curriculum for the whole child.

CHAPTER FOUR

THE PROJECT

The author, using research and personal experience developed an integrated curriculum to be used in the half day kindergarten classroom. The philosophy of the curriculum is primarily whole language; however, phonics has been added in appropriately and would also be used during teachable moments (such as discussing farm animals, "what words rhyme with pig?"). The curriculum is based on the overall theme of interdependence which is divided into two semesters. The sub theme of the first semester is home/family and the sub theme of the second semester is farms. Each sub theme is eighteen weeks long for a total of 36 weeks. These subthemes have been further divided into one to several week units in which the activities are integrated and revolve around the main theme: interdependence. For each subtheme a list of books will be recommended. Each unit will develop from one or more pieces of literature or stories and include many different activities. These activities are outlined and some are explained in detail with selected lesson plans. Each lesson plan explained in detail will also include the Essential Academic Learning Requirements it corresponds with. The table of contents divides the curriculum into subthemes. The units are presented as questions in most cases to motivate investigation and inquiry. It is important to note that while this project is balanced with activities to provide some teacher directed activities and some student directed activities, many of the units are left somewhat open to facilitate student inquiry and lessons may be changed or adapted due to student knowledge, interest or additional curiosity. An outline of the typical daily schedule and classroom environment are included in Appendix A. A table of contents outlines additional Appendix sections.

Listed below is an outline of the two subthemes, followed by the table of contents for the appendix sections:

Subtheme: Home/Family:

- What do I know about me? (two weeks)
- Who is my family? (two weeks)
- What is my home? (two weeks)
- What bugs are in my backyard? (three weeks)
- How do we do to get ready for bed? (two weeks)
- What do I know about my neighborhood? (two weeks)
- What are family traditions? (one week)
- How do we celebrate? (three weeks)
- What is good food and why do I need it? (one week)

Subtheme: Farm:

- The grocery store: Connection between family and farm (two weeks)
- Where does our breakfast come from? (one week)
- What is a farm? (one week)
- How does machinery help on a farm? (two week)
- How do animals help on the farm? (one week)
- Baby animals (two weeks)
- What is a garden and how does it grow? (four weeks)
- Life cycles around us (three weeks)
- How do the farm and community work together? (one week)
- Fitting everything together: Interdependence in our community and
around the world (one week)

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Of all subjects taught, reading is perhaps the most important. Without skills and comprehension in reading we are unable to move on to higher levels of learning or even other subjects. By surrounding the student in a sea of print, interesting literature, and hands on projects, an environment in which the student needs to and wants to learn to read can be created. This project uses the theme interdependence, which is divided into two sub themes: home/family and farms. The first sub theme of home/family presents information to the child through means by which he is familiar, confident and comfortable. The farm sub theme extends the child's learning to where things come from, life cycle, responsibility, cooperation, problem solving, etc. The author believes that by providing these activities in a safe and nurturing environment, not only will the students want to read, but they will begin to read.

The integration of subjects (thematic learning) is necessary to provide students with authentic learning. The motive for this project was to design a complete integrated emergent reading curriculum for the kindergarten classroom. Phonics is taught implicitly within a whole language environment. In order to support this project, a review of literature on different aspects of reading was conducted.

The ability to read removes limits to our learning. While providing instruction for reading, teachers must also guide the students to the reasons for reading. These reasons exist in the world around us and in our every day lives. This project emphasizes skills for reading as well as reasons for reading across the curriculum. It allows the teacher to forget the phonics/whole language debate and instead remember the children.

The author has tried a few of these activities, although not in conjunction with the full curriculum. She has led the sunbeam art activity and the young students very much enjoyed it, although they seemed to enjoy anything with glitter! The activity was done after learning some information about the sun and as they were making it they talked about the sun, which the author felt helped the students to grasp the lesson somewhat better.

The author also implemented the "now and then" posters which display the students from when they were infants until the present. The parents enjoyed doing this activity as well. It assists the students to better comprehend time lines and past, present and future. It also helps them understand comparison (then and now) and how much they have grown and that they really are capable of many things.

Conclusions

This curriculum was set up in such a way that it starts with what the student is familiar with (himself, home, family), then opens up into the community and how things are different, and yet the same, all over the world. Knowing that his traditions and celebrations are important as well as recognizing that there are different belief systems and cultures which also deserve to be celebrated and respected leads to comprehension that they are a part of a larger system, one which is interdependent in many ways and that the child has a role in this system, as does everyone else. The curriculum then leads from the home to the grocery store and finally to the farm. Since we rely on farms (family or corporate) to meet many of our needs, there is a lot to learn on a farm about interdependence, work values, and life. Most children enjoy learning about animals and machines.

If the author were to do anything different she would probably start with not taking on so much. This project seemed quite overwhelming at times, although now

that is is complete the author has something to use in the future and something that may also lead into a topic for doctoral work. If given the chance and time, the author would have visited more kindergarten classrooms to see a larger variety of approaches to reading.

The author would most definitely use this curriculum in the future. There are still things the author would like to add and parts she may try at a later date which will need to be revised or omitted due to ineffective results. The author is eager to attempt to instill the hunger for reading and lifelong learning in children.

There are a lot of books in this project for children to make. The author felt this was important because so many children come to school having minimal experience with books. Having their own books helps cultivate and strengthen the desire to read. It also gives the students a sense of ownership and it is an inexpensive way to get books in the home.

Recommendations-

Recommendations the author would give to anyone wanting to implement this or a similar curriculum would be most importantly to take time to dissect the books and answer questions while also practicing listening skills, as books can be read over and over (a time for just listening, a time for asking questions, etc). A wonderful way to get the entire family involved would be to have a family reading night once a week or month (depending on time available and interest level). Parent involvement should also be highly encouraged. Even if parents can only come in for 15 minutes per week to read a story, it is that amount of time which could make all the difference to their child's motivation to learn and esteem for education.

Reading should be treated as the most important subject, it flows through everything. It is what connects us to our past and will establish and secure our future. With the ability to read, anything is possible.

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Appendix A

Daily Schedule

- 8:15-8:30- Arrival, individual greeting, washing hands¹, free time
- 8:30- School officially begins
- 8:30-9:00- Gathering-group greeting, review of previous day, calendar², money³, bear story⁴, current letter and number (math and phonics)⁵, review of standards⁶ if needed
- 9:00-9:10- Bathroom, drinks, stretching
- 9:10-9:30- Story-new or review or continuation, words (specific to this story, lesson or question of a student-sounds, shape configuration, letters, spelling, rhyming, etc.)
- MWF 9:30-10:15- Creation-this can be anything from making books, art, something that the students are creating themselves
- T/TH 9:50-10:20- Music-this is built off the theme or perhaps an individual story
- 10:15-10:30- Recess-on Tuesdays and Thursdays this time will only be 10 minutes
- 10:30-10:45- Snack and story
- MWF 10:45-11:20- Investigation-this time will be more for science and math related work (in comparison to the earlier time slot for creation, although it could be a continuation of the morning project, using integration to cover several different areas)
- T/TH 10:45-11:15- Physical fitness/health
- 11:20-11:30- Gathering and departure, this time will be five minutes longer on Tuesday and Thursday and allows time for assigning homework and closing of the day

¹Washing hands upon arrival at school is seen as an important part of health education and for sanitary reasons (to reduce exposure and spreading of bacteria/germs)

²Calendar time allows for reviewing days of the week, past-present-future, months of the year, weather, counting

³A different amount of money will be counted out each day (sometimes a single coin) to name coins, add coins, and look at different ways in which the amount of money is written (ex. 5¢, 5 cents, a nickel)

⁴The Adventures of Mr. Bear is a book and stuffed bear that students take home one at a time and take turns writing and drawing about the time spent with him. This activity gives students a chance to write, illustrate and share with other students what they have written. This activity is considered a family activity which allows another opportunity for parents to be involved with their child's education

⁵A letter and/or number will be presented either daily or every few days (depending upon teacher discretion and student knowledge). This will provide for visual amount of a number and an opportunity to use a specific number for counting various items and the use of a letter in sounds and words (ex. for the letter 'K' there may be a key, a photo of a kangaroo, a photo of any students whose name begins with this letter or has this letter in their name, and a book-representing a word/item with the 'K' sound somewhere besides the beginning of the word)

⁶Standards are the level of excellence acceptable within the classroom (rules). These will be written by the students (although overseen by the teacher) and will need to include respect for all persons and property. A chart of the final standards and appropriate consequences for failure to meet standards will be displayed and signed by all students.

Classroom Environment

This section is included to help give a sense of the environment or atmosphere planned to go with this curriculum. The classroom is meant to have a variety of ongoing centers open to the students for before and after school, during recess when there is foul weather, when center time is specifically planned during block times of creation or investigation and any other times when extra time is available (a lesson ends sooner than expected, etc.).

The contents of the centers will vary according to the current unit, but will generally include: a writing center in which stamps (ink), envelopes, a variety of writing paper, crayons, pencils, scissors and tape will be available, a science center in which magnifying glasses, viewing boxes, and hands on items are available and a library in which several books and cassette tapes are available for student use along with cushions for a comfortable reading area.

In addition to the activities planned there will be a variety of hands on activities available at a permanently set up table that will go along with each unit. These activities are not mentioned in detail since they are many in number and depend on student interest and ability. Some of the activities would be flannel board, magnetic letters, matching games for phonemic awareness, art easels, file folder games for specific skills (counting, vowel sounds, colors, etc.).

Another important area not mentioned is classroom management. The students will be expected to be responsible and maintain mutual respect with the teacher. Classroom jobs will be assigned and change with each unit. At the beginning of the school year, to help students manage their own behavior while symbolizing interdependence, students will participate in an activity in which they take a piece of a large puzzle from a framed area on the wall and personalize it. This becomes their 'piece' in the classroom. If students are having difficulty managing their behavior they

will be expected to take their 'piece' out of the puzzle until they are able to regain management. This activity hopes to illustrate that while they are individuals, the class is not complete without their 'piece'.

Appendix B

Home/Family

Subtheme Outline

1. What do I know about me?

Book Title: My Friends at School

Goals: Listening, comparison of home and school, creating classroom standards, how to be a friend, activities to help in social competency

Activities: Tour of school, comparison between home and school, practice writing name, direction in use of classroom materials, creation of individual standard charts and classroom chart, 'getting to know you' activities, songs - "Willoughby Wallaby Woo" and "The More We Get Together" (Appendix C) graphs (graph who likes pizza, spaghetti, peanut butter sandwiches), create 'Moo Shakes' (Appendix C) like the children in the book, write a letter to a friend in class

Book Title: I Like Me

Goals: There are different and special things each person can do, each person is unique and should be respected for who they are, recognizing letters

Activities: Students participate in making a big book with one sheet of paper each listing what they like about themselves and a self portrait, graphs of hair and eye color for class, color experiments with mixing colors-food coloring, playdough (Appendix C), full body photos of students cut out and placed in artwork depicting something the student enjoys doing, infinity reflection (Two mirrors set up facing so they are almost parallel, stand between mirrors and observe the infinite images, use other objects such as shapes to achieve different designs)- what are mirrors, mirror movements with a partner, spelling name-letters cut out of cardboard...child looks at name and reaches in bag without looking and tries to feel the letters that go in her name-visual and tactile perception

Book Titles: When You Were a Baby & How Kids Grow

Goals: We can do things now that we could not when we were babies, everyone grows, we change in our abilities, size, and weight

Activities: Discuss what things students could do when they were babies, what can they do now, students create posters with pictures brought from home and those taken at school and changes in weight and height, weird science-what make disposable diapers work? (cut diaper into strips, put in plastic bag and seal, shake until small white granules collect in bottom of bag, take diaper out, add water slowly-it will become more slimy as more water is absorbed as the granules are made of polymer that absorbs many times its own weight in water)-compare to tapioca and rice (snacks), chart birth weights and heights (are those that were the tallest babies the tallest now?), Compare birth height to different objects (how many blocks high, how many unifix cubes?) foot prints, casting of hand print in clay to harden, outline of each students body-each student lies down on a sheet of butcher paper while another

student outlines his body with a marker, student cuts out and individualizes his own, teeth-taking care of them (brushing, healthy food, visit to dentist) song "Brush your teeth" (Appendix C), "When I was small" song/poem (Appendix C)

Book Titles: Quick as a Cricket, Bearobics, From Head to Toe

Goals: Physical fitness, combining words and movements to a song

Activities: Students will use the three books as guidelines for different activities to encourage physical fitness by using movements such as animals do (hopping, running, crawling), naming body parts, following motions to body parts in "Head and Shoulders Baby 1, 2, 3" and "Head, Shoulders, Knees and Toes" (Appendix C), how far can you jump? (measuring distance and estimating)

Book Titles: Children Just Like Me, Faces, We Are All Alike.....We Are All Different

Goals: Even though we are different- we are the same, diversity is something to celebrate, children all around the world are similar and have families

Activities: Mural with each student creating a child from one of the books (diversity), magazine body parts collages (students cut body parts from different parts of magazine-example-a head from one picture, a leg from somewhere else, etc. to create original persons), finding out about melanin, meaning of names-use a baby name book, experimenting with paints to create different skin tones-matching own skin color and a partner's

Book Title: Me on the Map

Goal: Students comprehend that they are a part of a larger system, recognizing that they are a part of their community, which is a part of their city, which is a part of their state, which is a part of their country, etc., learning phone numbers and addresses, following directions

Activities: I know my phone number-recognizing numbers and knowing own phone number, "Me on the Map" books labeling pages with: This is me, This is my bedroom, This is my house, This is my street, This is my neighborhood, This is my city, then include maps of state, country and world (Appendix C)-locating city on individual state maps and states on individual USA maps, making maps of bedrooms, measuring distance, writing addresses on a house (Appendix C), looking at different maps, following directions

Book Title: The Bag I'm Taking to Grandma's

Goals: Transition to next unit, sequencing, choral reading, writing experiences

Activities: Writing letters to grandparents, making paper flowers, and taking to nursing and/or retirement homes, adopt a class grandparent, creating class book-"The bag I'm taking to....."

2. Who is in my family?

Book Titles: Fathers, Mothers, Sisters, Brothers and The Family Reunion

Goals: There are different parts to a family, defining what makes a family, we are descended from generations, we have different roles

Activities: Writing poetry, making family trees (Appendix C), graphing students who have sisters, brothers, both, and none, Music-"My Aunt Came Back" (Appendix C), math with family ages, cooking meals, chores

Book Title: What Mommies Do Best/What Daddies Do Best

Goals: Moms and dads can do the same things, moms and dads are both caretakers of children

Activities: Making a collaborative book about what our parents do, wooden spoon family puppets, venn diagram for students moms and dads, Physical fitness/listening-Mother/Father May I? game, having parents come in to tell about themselves, read a good book mini book (Appendix C)

Books Titles: The Keeping Quilt and The Patchwork Quilt

Goals: Our families have a history, It is important to take care of each other, memories come from experiences

Activities: Create story/sequence charts for each of the stories, each student recalls a memory and writes and illustrates it, dye cloth with different plants, sorting according to color-shape-size, create a classroom quilt out of white fabric squares and fabric markers, create one out of paper, patterns-what comes next? shapes-geometry, visit a quilt shop or show, find Russia on the map and globe, discuss how things change over time-make a chart of different things (clothing, transportation)

Book title: It Takes a Village

Goal: Students understand that it takes many people to help raise children and that our families extend to include more than just the immediate members

Activities: Sequence the story on a chart, who were all the people that took care of the boy, what were their jobs and how did they take care of him, find Africa on the map and globe, how do others take care of them? Turn story into a play-make props and samples of food (mangoes, peanuts)

Book Titles: My little Sister Ate One Hare, Brothers and Sisters and My Rotten Red Headed Older Brother

Goals: Getting along with Siblings, Conflict management

Activities: Dilemmas (role playing for conflict management), trying rhubarb and making rhubarb pie, counting out things to eat, fiction/nonfiction, how we become part of a family (adoption, birth, caring), trying new foods, things that are same and different about out siblings,

Book Titles: Alexander and the Terrible, Horrible, No Good, Very Bad Day and Alexander Who Used To Be Rich Last Sunday

Goals: Conflict management, getting along with siblings, dealing with feelings, counting money, dental health

Activities: Writing about a not so very good day, finding Australia on the map and globe (what animals live there and what would happen if Alexander really did move there?), review health of teeth, visit the dentist, change and rewrite the story to "Alexander and the wonderful, fabulous, not bad, very good day", what is 16?-counting, addition, subtraction, how much money do the words mean in the book? Have students try lox, saving money, subtract money throughout story, what are fines/consequences? sorting playing cards (by clubs, diamonds, hearts, spades), numbers, days of the week, what things could Alexander do to change the way things turned out?

3. What is my home?

Book Titles: How a House is Built, Building a House and Hammers, Nails, Planks and Paint: How a House is Built

Goal: Basic understanding of construction of house, time line, estimating and measuring, understanding and experimenting with geometric shapes, understanding the basic principles of solar heating

Activities: Building a house out of toothpicks or popsicle sticks, estimating how many student will use, measuring planks of wood, making light switch covers and discussing electricity, shapes-geometry shapes with peanut butter playdough (equal amounts of peanut butter and nonfat dry milk), solar heating-ice cube necklaces (lay string in water-ice cube tray-before it freezes, when it is taken out and frozen you will have an ice cube necklace) and solar warmers-cooking hot dogs and making s'mores with solar heat

Book Titles: My House/Mi Casa, This is My House, Pictures of Home and Houses and Homes

Goals: Each house is individual yet similar to others, what makes a house a home?, houses are different all around the world and each has it's purpose

Activities: House book cut in shape of house (or apartment, duplex, etc.) "My house" title and pictures and words about students own house, chart who lives in apartments-duplex-house-etc, household safety-poison control, Mr. Yuk, fire safety, finding different countries from book on a map, house poetry-what makes a house a home? designing and decorating 'houses' made out of large appliance boxes

Book Titles: The Three Little Javelinas and The Three Little Wolves and the Big Bad Pig

Goals: Critical thinking, retelling of story, sequencing

Activities: Creating a wolf proof (or pig proof) house (with materials provided-teacher or student choice), comparing these versions of the fairy tale to the traditional, drama-retelling or changing of the story, sequencing with story chart

4. What bugs are in my backyard?

Book Titles: The World of Insects and Backyard Insects

Goals: True insects have three body parts and six legs, Some insects are harmful and others helpful

Activities: Identifying true insects, labeling, observing, bringing insects from home, finding out which insects are harmful and which are helpful, how honeybees make honey mini book (Appendix C), sounds of insects (music), spiders are not insects, "Insect on The Floor" song (Appendix C)

Book Titles: Ant Cities, Very First Things to Know About Ants and Two Bad Ants

Goals: Ants are true insects, ants are useful to the world, ants live in colonies, ant colonies have three types of ants, ants work together in a team,

Activities: Making an ant city, observing and drawing observations, experimentation to find out which food the ants do like best (sugar or other), hypothesis, compare to our society, making ants on a log snack with celery, peanut butter, and raisins, making ants out of fingerprints-even though ants look the same they are as different as the fingerprints-examine fingerprints with magnifying glass and talk about shapes, whorls, etc

Book Title: Some Smug Slug

Goals: Letter sound and correspondence, a slug is a bug, but not an insect

Activities: Why is a slug not an insect? Creating a new book with a different bug and sounds (example: More Maniac Mosquitos)

Book Title: Earthworms: Underground Farmers and Wonderful Worms

Goals: Earthworms are not insects, earthworms are very helpful, identifying two ways that worms help our environment

Activities: Make a worm farm (Appendix C), measure and weigh worms, test different soils, observe worms and draw observations, why is a worm not an insect, make a classroom book showing how worms are helpful, earthworm song (Appendix C), Earthworms are our friends-finger puppet and fact sheet (Appendix C), worm mini book (Appendix C)

Book Title: A Remainder of One

Goals: Counting, even/uneven, by rearranging the number remains the same

Activities: Small groups will count, add and subtract insect manipulatives, then after reading part of the book, using the same number of insects, students will attempt to figure out how 'Joe' can be even with the other insects in straight lines, chart rhyming words and add new ones, marching

Book Title: There was an Old Lady Who Swallowed a Fly

Goal: Sequencing, music

Activities: Learn and perform song, make a paper bag manipulative to

accompany the song and show understanding of order (Appendix C), students can act this out during physical education as well, how is a fly a true insect?, fly behavior (Appendix C)

Book Title: The Grouchy Ladybug

Goals: Size and order, telling time and recognizing time by the sun, how are ladybugs helpful, management of behavior, a ladybug is a true insect

Activities: Put cut outs of animals from story in order by size, discuss the difference in the ladybugs' behavior and how our own behavior is a choice, make a sundial, make clocks, practice telling time, what are aphids and how do lady bugs help us, how is a ladybug a true insect?

Book Title: The Butterfly Alphabet

Goals: Recognizing letters of the alphabet, recognizing patterns, how is a butterfly a true insect?

Activities: Finding the letters in the butterfly wings in the book, making butterfly patterns (painting one wing and folding to make imprint on other side), making patterns with others items, clothes pin butterflies, ink blot butterflies-with eye dropper on precut shape (experiment with mixing of colors), patterns on butterfly wings and butterfly body parts (have students try to copy the patterns on a precut butterfly shaped sheet of paper, butterfly body parts (label parts of butterfly on own drawing-using a live butterfly as a model, labeling: head, thorax, abdomen, wing, leg)

5. How do we get ready for bed?

Book Titles: Hush Little Baby, Señora Regañona and Sleep Rhymes Around the World

Goals: Lullabies are one of many ways for children to go to sleep, feeling safe is important, sleep is for good health, there are many different ways we get ready for bed and go to sleep, counting and addition, working with rhyming word families

Activities: Compare two versions of Hush Little Baby, rewrite it, locate Mexico on a map, discuss nighttime fears, list favorite lullabies-learn some, night pictures with black paint and crayons, collaborative book-bedtime: "If I could stay up late I would....", counting and adding sheep, rhyming words from Hush Little Baby

Book Titles: Snuggle Piggy and the Magic Blanket and Owen

Goals: There are different ways to deal with our insecurities, we all need to feel secure

Activities: List some different security items, how did students give up theirs? Have them bring them to share, have students write about what helps them go to sleep, make a 'night light' with glow in the dark paint

Book Titles: Teddy Bear, Teddy Bear, Ten in the Bed and Ira Sleeps over

Goals: Counting, subtraction, dealing with others, physical fitness

Activities: Act out Teddy Bear, Teddy Bear, recreate Ten in the Bed with students as animals, discuss Ira's feelings-how did different people react in the story, have students bring favorite bedtime stories and read, venn diagram Teddy bears and real bears, teddy bear toast w/cookie cutter and peanut butter

Book Title: I Love you, Good Night

Goals: There are many different ways to get ready for bed, comparison, writing

Activities: Make a class book by having each student finish this sentence and illustrating it "I love you like....."

Book Title: The Moon Book

Goals: Earth has one moon, the moon reflects the sun's light, introduction to the phases of the moon

Activities: Compare size of earth and moon with two balls (one 1/4 size of the other), act out the moon's orbit, demonstrate reflection with a mirror and a light (three students-one with flashlight as sun, one as the earth in the middle and one as the moon with a mirror to reflect the light onto the earth), use a telescope, drawing and vocabulary for different phases of the moon and how it relates to the calendar, The moon game (Appendix C), have students observe the moon for a few days and draw a picture of it each night, discuss trips to the moon (The first living creature in space was not an astronaut but an astrodog named Laika. She spent a week in space on the Russian satellite Sputnik II in November 1957. Astronauts become taller in space. there is less gravity, so their bones are less squashed together. Since there is no wind on the Moon to blow them away, astronauts' footprints will stay on the moon for millions of years), foot print activity, moon poem (Appendix C)

6. What do I know about my neighborhood?

Book Title: Arthur's Neighborhood and Johnathan and His Mommy

Goals: There are several different parts to a community, everyone must work together in order for a neighborhood to function, map skills, identifying parts of a neighborhood, physical fitness

Activities: Walk around the neighborhood, litter patrol, help a neighbor, visit a playground, set up shops in the classroom for role play, begin making a neighborhood in the hallway or a corner of the classroom using school lunch milk cartons as houses and other household materials for streets, signs, etc. The mock neighborhood should include each child's residence and major landmarks, writing addresses, physical fitness-taking steps like Johnathan and his mommy, identifying neighborhood places of interest in the book

Book Titles: Paperboy, Community Helpers From A to Z and Peppe the Lamplighter

Goals: Understanding that people work around the clock to help our community

run smoothly, there are many different jobs to make a community work, writing letters

Activities: Write a letter to a community worker thanking them for their work, visit the newspaper office and see how a newspaper is made, time-24 hours a day, night jobs and day jobs, continue work on mock community, measuring with inches and centimeters, design and write a class newsletter

Book Titles: Officer Brown Keeps Neighborhoods Safe and Officer Buckle and Gloria

Goals: Police officers are an important component to our community, Rules/laws help a community function, There are ways we can help keep our community safe

Activities: Visit a police station, make laws for mock neighborhood, physical fitness: police academy training, identifying scents (as a police dog does), write letters to the police chief on how we plan to keep our community safe

Book Title: Firefighters

Goals: Prevention of fires, appropriate response to fire,

Activities: Visit to a fire station, using 911 appropriately, stop-drop-and roll, identifying fire hazards and preventing fires

Book Title: The Pied Piper of Hamelin (Appendix C)

Goals: Finding number patterns, estimating, counting, adding money

Activities: After reading the story students try arranging themselves (the rats) into equal rows-how many rows should there be? The mayor agreed to pay the piper whatever he wished-what if he had charged 1\$ for each set of 10 rats-if there were 10 sets, 14 sets, etc. how much would the mayor pay the piper? Use different amount of money and different amounts of rats in sets or pairs or single

Book Title: Chato's Kitchen

Goals: Letter writing, kitchen safety, bringing the community together with food

Activities: Writing invitations, using kitchen tools, measuring with spoons and cups, making a variety of foods from the book (flan, frijoles, quesadillas), drama-acting out the book in a play and inviting another class and/or parents to enjoy the food and play

7. What are family traditions?

Book Title: The Keeping Quilt

Goals: Defining traditions, understanding traditions vary from family to family

Activities: Review and reread the story from a previous unit, have students talk about traditions in their family for different events or holidays

Book Titles: Celebrating Birthdays in Australia and Something Special for Me

Goals: Traditions vary from home to home and around the world, we all have traditions, counting money, following rules of games, following a recipe, measuring

Activities: Charting different birthday traditions, playing birthday games students are familiar with (varies with class-pin the tail on the donkey, musical chairs, etc), making fairy bread -Australia (Appendix C), locating Australia on the map (what kind of animals are found there), playing pass the parcel-Australian birthday game (Appendix C), play "hunt for lollies"-Australia (Appendix C), what might an aboriginal birthday party be like (from description given in book)-counting money, estimating amounts, spending money and giving change (addition and subtraction), balloons-cold air takes up less space than warm air-blow up two balloons-put one in the freezer over night then compare-cold one will be smaller and will enlarge as reaches room temperature again, make a big class, kitchen science-make a birthday cake-measuring, following a recipe, etc-have an unbirthday party

Book Title: Tooth Fairy Magic

Goals: Increasing dental health awareness and practice, counting, naming coins, story writing

Activities: Counting teeth, brushing teeth, sampling healthy snacks, discussing tradition of putting tooth under pillow and trading for money with the tooth fairy, adding and counting money, writing letters to the tooth fairy, importance of calcium and how it keeps teeth strong (demonstrate with a chicken bone or egg in vinegar for about a week-becomes rubbery not hard and strong any more)

8. How do we celebrate?

Book Titles: 'Twas the Night Before Thanksgiving and A Turkey for Thanksgiving

Goals: There are people in need we can help, understanding the concept of being thankful, writing names and learning the sounds corresponding with the letters in each students name

Activities: Hold a canned food drive for a homeless shelter or soup kitchen, create 'thankful turkeys' with feathers-one for each letter in student's name (Appendix C), make an "I am thankful for....." class big book with each student writing and illustrating a page, making placemats-laminating, discussing what the first Thanksgiving might have been like-looking at books by Kate Waters (showing pilgrims), sorting canned food items by what food group they belong to (pretest for upcoming unit), sampling traditional Thanksgiving foods: pumpkin pie, corn bread, squash, corn)

Book Titles: Celebrating and Celebrations!

Goals: There are many different celebrations all over the world, different people celebrate in different ways

Activities: 'December is a time to celebrate' mini book (Appendix C), chart reasons to celebrate and some of the celebrations students can think of or observe within their family

Book Titles: Hanukkah and The Chanukkah Guest

Goals: Experimenting with chance, cooking experience,

Activities: Counting to eight in different ways with different items, playing dreidel and learning about chance and charting the number of times the dreidel lands on one of the four sides-counting gelt and dividing into equal amounts, making menorahs, cooking latkes, making applesauce, "I have a little dreidel" song (all in Appendix C)

Book Titles: Premlata and the Festival of Lights, Diwali: Hindu Festival of Lights and Celebrations!

Goals: Learning about Diwali, respecting others faiths

Activities: Making clay lamps (Diye), making coconut candies, making fireworks pictures (with glitter and glue)-these are activities shown in the books

Book Titles: An Amish Christmas, Too Many Tamales and Carlos, Light the Farolito

Goals: There are many different ways of celebrating Christmas, compare and contrast, respect for other cultures and beliefs, character education: telling the truth

Activities: Comparing and contrasting the three books and how they show celebrations for the same holiday, making tamales, fiesta mini book, cardboard wreath with multi colored pasta and students photo in the middle, dilemmas: telling the truth, why it is important, making Christmas sugar cookies (and decorating) and chocolate covered pretzels, making ornaments using geometrical shapes, making a piñata, making farolitos, making Mexican hot chocolate (Appendix C)

Book Titles: My First Kwanzaa, Kwanzaa: An African American Holiday and The Seven Days of Kwanzaa

Goals: Observing relationships between different holidays (lights, food, family), understanding the history behind the Kwanzaa holiday, understanding of freedom and that not all people are free, introducing fractions, patterns

Activities: Have a guest speaker tell about Kwanzaa and how his family celebrates, Charting the seven principles and giving examples, making mkeka, making fruit salad (fractions), making karamu cookies, making clay bead necklaces, discuss some famous African Americans -Martin Luther King, Jr. mini book (Appendix C), making paper chains with red, green and black strips-colors of Kwanzaa (activities explained in the books)

Book Titles: Lion Dancer: Ernie Wan's Chinese New Year, Sam and the Lucky Money and Celebrations!

Goals: Understanding uneven and even numbers, writing first and last names, following directions

Activities: Making fortune cookies (Appendix C), writing fortunes, cleaning the classroom, math with tangerines, even numbers and pairs, writing in calligraphy (sample in Appendix C) in English and Chinese, making peach blossom art with tissue paper, looking at the Chinese horoscope and defining different traits (in Celebrations!), and Chinese New Year Mini book (Appendix C)

9. What is good food and why do I need it?

Book Title: Staying healthy: Eating Right and What Food is This?

Goals: Identifying healthy and non healthy foods, using scissors, identify two things nutrients do for your body, making good food choices, identifying one reason why we need calcium, identifying calcium as a mineral

Activities: Cutting pictures out of magazines and gluing on one side of paper or other according to whether it is non healthy or healthy, making good food choices on the flannel board, making healthy snacks-peanut butter ball snacks (Appendix C), fruit and veggie prints, tasting and smelling different foods, calcium-strong bones-rubber egg experiment (soaking in vinegar to soften and dissolve calcium), making fruit patterns and then eating as a snack

Book Title: The Edible Pyramid: Good Eating Every Day and Gregory the Terrible Eater

Goals: Identifying the food groups, more and less, categorizing, following directions

Activities: Making pizza, making food pyramids (Appendix C), categorizing canned foods, eating more of grains and less of fats, making a recipe book (everyone brings favorite healthy recipe from home (cover page in Appendix C), cereal science (smash up cereal to see how much there really is), arrange cereal boxes according to size-amount of sugar, fruit and vegetable party, The Earl of Sandwich/November 3 is his birthday (Appendix C), sandwich party, arranging pictures of food for a meal on a paper plate-covering all food groups, sandwich mini book (Appendix C), discussing nutrients found in foods, Gregory's goulash art (what would Gregory eat? painting or cutting pictures out of magazines and pasting on large bowl shaped paper)

Book Title: Peanut Butter and Jelly

Goals: Identifying proteins, following a recipe, working in cooperative groups

Activities: Peanut butter and jelly song from book, making peanut butter, jelly (from fruit) and bread, peanut butter is delicious mini book (Appendix C)

Appendix C

Please note: The majority of appendix c was redacted due to copyright concerns.

Songs on this page from: Flora, S. B. (1997). Learning with raffi: Singable songs. Grand Rapids, MI: Instructional Fair.

Willoughby Wallaby Woo-

The More We Get Together-

Brush Your Teeth-

Moo Shakes**Head and Shoulders**

Head and shoulders, knees and toes, knees and toes
 Head and shoulders, knees and toes, knees and toes
 Eyes and ears and mouth and nose, head and shoulders
 Knees and toes, knees and toes
 -traditional

(from Friends at School)

When I Was Small-Katrina Clark**Playdough**

2 cups flour
 1 cup salt
 2 Tablespoons alum
 2 Tablespoons oil

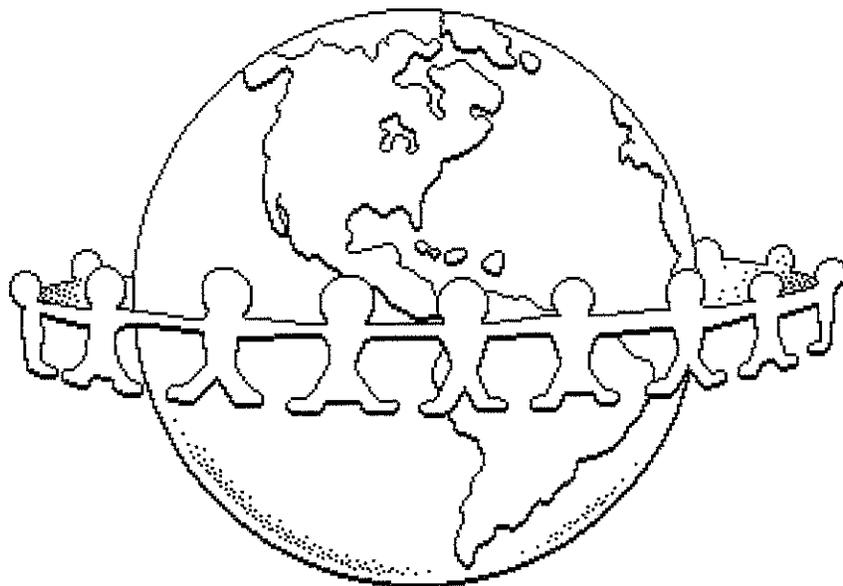
Mix together-add 2 cups boiling water (with teacher's help)-mix
 *for extra special playdough add a packet of unsweetened kool aid or scented oils

Head, Shoulders, Baby 1, 2, 3

Head and shoulders baby, 1-2-3
 Head and shoulders baby, 1-2-3
 Head, shoulders, hips, baby, 1-2-3
 Head, shoulders, hips, baby, 1-2-3
 Head, shoulders, hips, knees, baby, 1-2-3
 Head, shoulders, hips, knees, baby, 1-2-3
 Head, shoulders, hips, knees, toes, baby, 1-2-3
 Head, shoulders, hips, knees, toes, baby, 1-2-3

-traditional

Me on the map



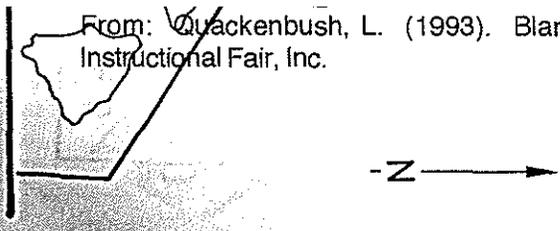
Washington



From: Quackenbush, L. (1993). Blank map outlines: United states and world. Grand Rapids, MI: Instructional Fair, Inc.

The United States

From: Quackenbush, L. (1993). Blank map outlines: United states and world. Grand Rapids, MI: Instructional Fair, Inc.



Map of the World

From: Quackenbush, L. (1998). Blank map outlines: United states and world, Grand Rapids, MI: Instructional Fair, Inc.

From: Spann, M. B. (1997). 30 collaborative books for your class to make and share. New York: Scholastic, Inc.

Name _____

My address is

Name

My Aunt Came Back

Adapted from: Wirth, M., Stassevitch, V., Shotwell, R. & Stemmler, P. (1983). Musical games, fingerplays and rhythmic activities for early childhood. West Nyack, NY: Parker Publishing Company, Inc.

sh.

From: Fleming, W. (1998). 25 holiday and seasonal emergent reader mini-books. New York: Scholastic, Inc.

emergent reader mini-books

New York: Scholastic, Inc.

From ~~Fleming, M. (1980). 25 holiday and seasonal emergent reader mini-books.~~ New York: Scholastic, Inc.

HOW BEES MAKE HONEY

Make a Minibook

Insect on the Floor

Adapted from: Flora, S. B. (1997). Learning with raffi: Singable songs. Grand Rapids, MI: Instructional Fair.

Earthworm

From: Warren, J. (1990). Animal piggyback songs. Everett, WA: Warren Publishing House, Inc.

Both activities on this page adapted from: Sherwood, E. A., Williams, R. A. & Rockwell, R. E. (1990).
More mudpies to magnets: Science for young children. Mt. Rainier, MD: Gryphon House, Inc.

Earthworm House-

Cool Off a Fly-

Earthworms Are Our Friends

68

From: Terrill, V. (1994). Big activities for little hands: Science. Carthage, IL: Good Apple.

THE OLD LADY WHO SWALLOWED A FLY

70

From: Source unknown

The Moon Game

Moon

From: Goldish, M. (1996). 101 science poems and songs for young learners. New York: Scholastic, Inc.

Chocolate Caliente (Hot Chocolate)

203

Adapted from: Bauer, K. & Drew, R. (1994). Mexico. Cypress, CA: Creative Teaching Press, Inc.

Adapted from: Enderlein, C. (1998). Celebrating birthdays in australia. New York: Hilltop Books.

I Have a Little Dreidel-Traditional

The Earl of Sandwich

From: Newmann, Dana. (1984). The early childhood teacher's almanack: Activities for every month of the year. New York: The Center for Applied Research in Education, Inc.

The Pied Piper of Hamelin

Turkey Pattern

From: ~~Emergent~~ (1998) 25 holiday and seasonal emergent reader mini-books. New York: Scholastic, Inc.



From: Fleming, M. (1998). 25 holiday and seasonal emergent reader mini-books. New York: Scholastic, Inc.



~~1-11-11~~

LATKES

79

Ingredients:

4 large potatoes

1 large onion

2 eggs

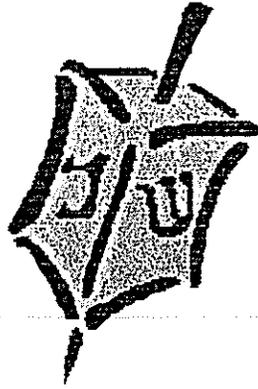
3 Tablespoons flour or matza meal

1 teaspoon baking powder

dash of salt

Directions: Grate potatoes with onion. Add eggs, salt, and flour (which has been mixed with baking powder). Drop by large spoonfuls in skillet with approximately one inch of cooking oil. Cook on both sides until crisp and golden brown. Serve applesauce or sour cream.

Enjoy!!!!!!



Dreidal Rules

Players sit in a circle. Each player is given some nuts or candies, and the rest are put in a bowl in the center of the circle. The first player spins the dreidal. If the dreidal lands on nun (noon), the player takes nothing from the bowl. If it lands on gimel, the player takes all except for two (then everyone must put in two). If the dreidal lands on shin then the player must put in two. Landing on hay means that the player takes two. The game ends when all the nuts or candies in the bowl are gone. You can play to win or not. But the best part is EATING at the end!!!!!!

nun
nothing



hay
take two



gimel
all but two



shin
put in two



The letters

nun	gimel	hay	shin	mean
A Great	Miracle	Happened	There	
Nes	Gadol	Hayah	Shem	

Have Fun!!!!!!!

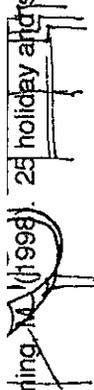
Dreidel pattern

From: ~~Fletcher~~ (1998): 25 holiday and seasonal emergent reader mini books. New York: Scholastic, Inc.  a gift. 



From: Fleming, M. (1998). 25 holiday and seasonal emergent reader mini-books. New York: Scholastic, Inc.

From: Fleming, M. V. (1998). 25 holiday and seasonal emergent reader. © Merrill-Brooks New York: Scholastic, Inc.



From: Fleming, M. (1998). 25 holiday and seasonal emergent reader mini-books. New York: Scholastic, Inc.

7

5

My Food Pyramid Poster

From: Terrill, V. (1994). Big activities for little hands: Science. Carthage, IL: Good Apple.

Making Good Choices

91



From: Fleming, M. (1998). 25 holiday and seasonal emergent reader mini-books. New York, NY: Scholastic, Inc.



7

From: Fleming, M. (1998). 25 holiday and seasonal emergent reader mini-books. New York: Scholastic, Inc.

5

Appendix D

Farm

Subtheme Outline

10. The grocery store: connection between family and farm -

Book Titles: A Busy Day at Mr. Kang's Grocery Store and Tommy at the Grocery Store

Goals: Counting, adding numbers, matching amounts of money, engaging in dramatic play, recognizing store products, choral reading, sorting, following directions

Activities: Set up store in class with register, coupons, money, empty boxes and play food, child size shopping carts- shopping cart collaborative book (Appendix E), field trip to grocery store, coupon math (matching amounts, separating non food and food, adding amounts), chemistry-make playdoh with items from the store, grocery bag predictive book (Appendix E), sorting canned foods (vegetables, fruits, meats, fats, grains), ten tens trail mix- making snack with sentence strips and pictures for independent reading (Appendix E), food poem (Appendix E)

Book Title: Jelly Beans for Sale

Goals: Sorting, relationships, names of coins

Activities: Cash register and coin identification wheel (Appendix E), sorting jelly beans by color, 'buying' jelly beans for a penny each, 5 pennies or a nickel for five jelly beans, etc.

11. Where does our breakfast come from?

Book Title: Making Breakfast for Mother

Goals: Rhyming words, understanding that food comes from farms

Activities: Charting where all the foods in the story came from, going through steps how bread is made-have students write their own version, making raspberry jelly, making bread, bread experiment (Appendix E)

Book Title: Pancakes, Pancakes!

Goals: Measuring, following recipe, understanding primary colors

Activities: Making butter (shaking whipping cream in baby food jars-with lid on tight, add a bit of salt when done), making pancakes, making strawberry jam, make fresh squeezed orange juice, make the color orange (and other colors) experimenting with mixing colors, strawberry pancake math- strawberries on pancakes-counting, adding, etc.

12. What is a farm?

Book Title: The Very Busy Spider, Farm Animals and You Call That a Farm?

Goals: Understanding the variety of farms, naming at least three different kinds of farms, naming at least five animals on a traditional farm

Activities: Old MacDonald Had a Farm song (traditional), 'What is a Farm' book for each student (showing different kinds of crops, livestock, farms around the world and work done on farms), 'The Farmyard' poem, reading, pocket chart words and counting (Appendix E), corn pictures with popcorn, popped and unpopped, corn chips, corn cereal (kix, corn flakes), chart different kinds of farms, visit a few farms (different and traditional), farm animal poem and wheel (Appendix E)

Book Title: Barn Dance!

Goals: Learning a dance, keeping a steady beat to music

Activities: Teach students to square dance, invite a fiddler to come play, make body outlines on butcher paper and decorate as scarecrows, farm mobile (Appendix E), graph students favorite animal-how many students like each one?

Book Title: Thunder Cake

Goals: Understanding where food comes from on a farm, counting, measuring with cups and spoons

Activities: Counting forwards and backwards, making thunder cake (in book), song-little white goat (Appendix E)

Book Titles: The Little Red Hen and Not Now! Said the Cow

Goals: Compare and contrast, understanding process of popcorn and bread, understand and practice cooperation

Activities: Compare and contrast the two stories, make popcorn, Chicken family song (Appendix E), visit a wheat field, plant wheat, thresh wheat from a farm, experiment with yeast, make bread

Book Title: Cock-a-Doodle Doo! A Day on the Farm and Going to Sleep on the Farm

Goals: learning and performing songs, understanding that there are many jobs on the farm, understanding that some animals have many purposes, knowing animal sounds

Activities: I am a....and my job on the farm is to...collaborative book (Appendix E), The Farmer in the Dell song (traditional), five little farmers song (Appendix E), animal sounds (reading with pictures and words in a pocket chart)

Book Title: Who Say a Dog Goes Bow-Wow?

Goals: There are many languages, animal sounds are interpreted differently in other countries, other countries have farms, realizing animals communicate with sound

Activities: Making a collaborative animal sound book-students draw animal and write the sound it makes, put pages together for a book, discuss other languages of

students in class, friends, family, etc., chart out how animals use sounds to get their message understood, look at and discuss pictures of farms around the world

13. How does machinery help on a farm?

Book title: Mighty Machines: Tractors

Goals: Machines help the farmer in many ways, wheels are simple machines that make many machines get around easier, recognizing shapes

Activities: Shapes that roll the best-circle, triangle, square (test tagboard shapes with pencil in the middle), pull a box with string-how well does it pull without wheels, try tinkertoy wheels, try adding weight, Jello box tractors (cut out 1/4 of box and add lids from milk or bottles for wheels), making pictures with tangrams (Appendix E), The Wheels on the Tractor go....(Sung to the same tune as "The Wheels on the Bus" song -change words from traditional 'bus' to tractor and appropriate parts-thresher, horn, etc., make into a big book-students design a tractor and draw, Farm Machines mini book (Appendix E)

Book Titles: Farm Machines and On the Farm

Goals: Experimenting with simple machines, designing

Activities: Designing a machine to make life on the farm easier, experimenting with inclined planes, pulleys, levers, K'nex building sets, Legos, machine poem (Appendix E), combine and tractor pictures with shapes (triangles, squares, circles, parallelograms, etc.), I know simple machines mini book (Appendix E)

14. How do animals help on the farm?

Book Titles: Cow and The Milk Makers

Goals: Understanding where milk comes from and how it makes its way to the grocery store, naming at least five products in the dairy group, rhyming

Activities: Rhyming with 'cow', visiting a dairy, making ice cream and ice cream sundaes, milking a cow (fill a rubber glove with water, poke tiny holes in fingertips and close top, hang from a clothesline, add a stool and bucket), dairy tasting party (yogurt, butter, cheese, pudding), milk experiment (Appendix E), use empty milk cartons to help teach sizes (pint, quart, half-gallon, gallon), where does milk come from mini book (Appendix E)

Book Titles: First Snow and Charlie and Tess

Goals: Understanding animals have jobs on the farm, naming products from animals that do not harm the animal

Activities: Viewing a sheep being sheared, carding wool and trying to spin, visit from person in community to show how to spin and make things out of wool, discussing the importance of dogs and charting the many ways they help on the farm and other areas of life, "Baa baa black sheep" song (traditional)

15. Baby animals -

Book Title: On the Farm

Goals: Knowing at least ten names of baby animals (pig/piglet), understanding mammal babies depend upon their mothers to care for them

Activities: Visiting a farm to see different baby animals, baby animals song (Appendix E), farm babies (and others) find their mothers by their scent-soak cotton balls in different scents and let dry overnight-place in empty film canisters and have students try to guess what the scent is (vanilla, mouthwash, almond, peppermint, , etc)

Book Titles: The Lamb and the Butterfly and Mary Had a Little Lamb

Goals: Matching parent with baby animal, performing song, understanding that when an animal mother cannot care for her young then the farmer must take over that role, rhyming words

Activities: Animal match up game (photos or drawings of parent and baby, student finds pair, some commercial versions also exist), bringing a lamb to school, visiting a university agricultural department to see lambs and calves shortly after they are born, baby animal wheel (Appendix E), feeding baby animals whose parents are unable to care for them, baby sheep song (Appendix E), and animal babies (Appendix E), venn diagrams comparing two baby animals, collaborative book..."my favorite baby farm animal is a ..." students draw a picture and write the name of the animal-cover is red barn shape from butcher paper, "Mary Had a Little Lamb" rhyme strips (Appendix E) and complete version of song (in book)

Book Title: Here a Chick, There a Chick

Goals: Comprehending opposites, understanding some baby animals do not look like their parents, understanding not all animals are mammals, following directions

Activities: Weighing and measuring eggs from different domestic birds, field trip to a chicken farm, little chick poem (Appendix E), charting out opposites and following directions (put the chick under the table, circle the dog in the house)

Book Titles: How Ducklings Grow, Dabble the Duckling and Five Little Ducks

Goals: Understanding subtraction and addition, using words that rhyme, creating a group project

Activities: Using the Five Little Ducks Book with addition and subtraction, performing the song "Five Little Ducks", plastic floating rubber ducklings with rhyming farm words (pig/dig, rake/bake, sheep/peep, egg/leg, etc) on bottom with permanent marker, float in a small water filled tub-matching game, murals of baby farm animals-created by students in small groups

16. What is a garden and how does it grow?

Book Title: One Bean

Goals: Understand that a plant can start from one seed, understand that most plants need water, soil and sunshine to grow

Activities: Soaking dried beans, planting beans in soil, beans sprouting inside wet paper towels, bean mosaic pictures, taking apart beans to see what is inside, making instruments (maracas, etc.) with dried beans, weighing beans, measuring length with beans (the pencil is 15 beans long), tasting different beans, observations about bean plants and changes in appearance, planting two beans-one receiving sunlight and one not-recording differences, lima bean recoding book (Appendix E), How a Seed Grows mini book (Appendix E), glue seed on tag board cards and write name next to it, scoop the beans relay racing (have students try a different version of relay racing while they scoop and unload beans while racing)

Book Title: The Surprise Garden

Goals: Realizing that different seeds grow different plants, understanding that we eat some plants, naming several different plants and the parts we eat

Activities: Matching a variety of seeds to the plants they grow (photos and concrete examples), garden plan math (investigating division and multiplication when planning a garden-how many rows, how many plants in each row, etc.), from seed to plant play (Appendix E), comparing different seeds (do bigger seeds make bigger plants, etc.), planting song (Appendix E), parts of a plant song (Appendix E)

Book Titles: From Seed to Plant and Seeds Grow!

Goals: Naming parts of a plant, understanding seeds are different shapes, sizes and colors, recognizing sight words

Activities: Observing unusual plants (example-venus flytrap), What's a Seed mini book (Appendix E), looking at different soils, building sight vocabulary and word recognition, growing alfalfa sprouts-plants that do not need soil, seed sequence book (Appendix E), field trip to a nursery, pop bottle terrarium (Appendix E), pictures with different seeds

Book Titles: Tops and Bottoms, Growing Vegetable Soup and Eating the Alphabet

Goals: Understanding that fruits and vegetable are parts of plants we eat, understanding that the seeds to plant more fruit or vegetables are within the fruit or vegetable

Activities: Growing sweet potatoes in a cup (with toothpicks inserted to hold it above, but in water), rising water experiment-how plants use water, carnation and celery put into glass of colored water-as the water rises the plant becomes colored (Appendix E), Make a large chart/mural with students about parts of plants we eat-leaves, stems, flowers, roots, fruits, seeds (A vegetable is any plant whose fruits, seeds, roots, tubers, stems, leaves, or flowers are used for fruit. A fruit is the edible part of the plant which develops from the flower), checking out potatoes and creating a

scientific book-answering questions such as: What can you make with a potato, sampling different kinds of potatoes (mashed, french fried) and recording results, how long, how heavy, how big around, weighing fruits and vegetable and graphing weight/size, My Fruity Pattern poem (Appendix E), creating patterns with fruit and vegetables (example-carrot-apple-banana, carrot-apple-banana), fruit and vegetable prints (dipped in paint), My Veggie Rainbow poem and wreath (Appendix E)

Book Titles: The Reason For a Flower, Sunflower House, A Field of Sunflowers and Flower Garden

Goals: Understanding pollination, Understanding aesthetic purpose in flowers, naming the parts of a flower, Understanding that plants grow in many places, understanding that plants need carbon dioxide

Activities: Visiting a few gardens in the community, floral hanging (two circles of wax paper, inbetween put pressed dried flowers, hole in top and yarn for hanging), flower power matching game-seeds and flowers, writing flower poems on flower shapes and creating 'A Garden of Verse" bulletin board, sunflowers play (Appendix E), flower patterns (pictures of different colored flowers-creating patterns according to type or color of flower), making dirt cake (Appendix E), planting a variety of flowers, begin charting flowers for a butterfly garden (see life cycles), planting sunflowers to create a sunflower house

Book Titles: What Makes a Shadow? and Sun Up, Sun Down

Goals: Understanding that most plants need sunlight, understanding that sunlight is white light, recognizing that the sun's heat is energy,

Activities: Sunbeam Streamers activity (Appendix E), Sun poem (Appendix E), Sun solar graphics/prints-available through Delta Science or homemade (Appendix E), using prisms to form a rainbow from white light, discussing earth rotation and sunlight (day and night), discussing solar energy, temperature experiments with one tub of water in shade and the other in direct sunlight, discussing dangers of sunlight (need for sunscreen and limiting time in direct sun-skin cancer), making shadow puppets, measuring shadow lengths throughout the school day

Book Title: Jack and the Beanstalk

Goals: Comparing nonfiction and fiction, writing original versions of known story, creating an original dramatic reproduction of a book

Activities: Revisiting the bean plants, having a bean party, making the story into a play, discussing nonfiction and fiction, rewriting the story (what might have happened if the seeds grew into a big flower or a giant pumpkin? Wonder if the giant had captured Jack?), students write and illustrate their own versions of the story

17. Life cycles around us -

Book Titles: Tale of a Tadpole, Tadpole to Frog, Tuesday and The Frog Alphabet Book

Goals: Understanding that not all babies look like their parents, defining metamorphosis, differentiating between frog and toad, listing the stages of

metamorphosis for a frog or toad

Activities: Frog and fly count (match the number of flies to the numeral on the frogs), lily pad hopping exercise (make large lily pads out of green butcher paper and put around the gym or classroom for students to hop over, on, around), tadpole to frog sequencing pictures (Appendix E), "The frog lives in the pond" song (Appendix E), visit a wetland area to see the frog's natural habitat, discuss difference-compare and contrast-frogs and toads, set up a class aquarium and raise some polliwogs, set up another aquarium with a different species of frog or toad to compare and have students keep science journals and draw pictures of changes they observe, "Five Polliwogs" poem (Appendix E), frog life cycle mini book (Appendix E), "Five Little Frogs" song (Appendix E), frog hatchery kit (available through Insect Lore 1-800-LIVE BUG), tadpole/frog mini book (Appendix E)

Book Titles: The Ladybug and Other Insects and The Ladybug at Orchard Avenue

Goals: Understanding that ladybugs come in an assortment of colors, recognizing that the ladybug is an insect, sequencing the lady bug life cycle in the correct order, comparing the ladybug to other animals who go through changes-listing at least one difference and one common feature

Activities: Ladybug number books (on a shape cut into that of a ladybug, students put spots and then write the corresponding number on the next page-the amount of pages is up to the individual student), Ladybug Changing Room-metamorphosis kit (Insect Lore, number listed above), life cycle of ladybug (Appendix E), ladybug counting activity-matching the number on the leaf to the amount of ladybugs placed on the leaf, putting together a ladybug fact sheet (Appendix E), ladybug pocket charts, beliefs (Appendix E), ladybug entomologist sheet (Appendix E), ladybug true or false-pocket charts, reading, games (Appendix E), Ladybug poems-writing own as well (Appendix E)

Book Titles: From Caterpillar to Butterfly, Monarch Butterfly, Butterfly, The Very Hungry Caterpillar, The Butterfly Counting Book and The Butterfly Alphabet

Goals: Reading sight words, Listing the stages of a butterflies life, listing differences between moths and butterflies, using collage as an art form

Activities: Birth of a butterfly poem (Appendix E), Butterfly Garden (Insect Lore-number above), caterpillar poem (Appendix E), butterflies smallest to biggest activity (pictures of butterflies ranging in size from very small to large-students arrange in order from smallest to biggest), butterfly garden-extension of last unit-butterflies visit the most fragrant flowers (scientists have found that butterflies visit flowers of these colors in this order-purple, yellow, blue, pink and white. Try planting lilacs, lupine, foxgloves, viburnum), monarch migration (book by Gail Gibbons) find places on map, have a butterfly party-make a butterfly banners, kites, cookies and nectar (juice), make a monarch butterfly tree mural (as one would find in Mexico), students keep a drawing journal of chrsalysis-compare with moth and cocoon, plant milkweed for monarchs to lay eggs on, each student chooses a butterfly to reproduce-size and pattern for a class pattern book

Book Titles: Chickens Aren't the Only Ones and How Ducklings Grow

Goals: Understanding that some animals are developed in an egg outside the animal's body, understanding that the eggs must be kept warm, Comparing and contrasting animals born by hatching from an egg and those born live

Activities: Observing a duck and chicken eggs in an incubator and the hatching process, chick's life science wheel (Appendix E), collaborative class egg book (in a sheet the shape of an egg, each student draws an animal which hatches from an egg, put together to form a class book), egg carton math-sorting, A Duckling tale-play (Appendix E)

18. How do the farm and community work together? -

Book Titles: Community Helpers: Farmers, Farmer's Market and I'm Going to Be a Farmer

Goals: Understanding the role of the farmer in the community, listing at least three ways a community and farm work together

Activities: Listing different types of farms (review), listing things sold at a farmer's market, visiting a farmers market, reviewing machinery, visiting an agricultural department of a university, visiting a veterinarian who works with large animals

19. Fitting everything together: Interdependence in our community and around the world -

Book Titles: How to Make an Apple Pie and See the World

Goals: Naming at least five ways we are interdependent with each other, understanding that everyone has a part or job in making a society work, following directions, working cooperatively in a group

Activities: Fractions with apples, apple song (Appendix E), apple prints (with paint), Handprint activity, locating places on a map from the book, making apple pie, writing invitations to family members for an apple pie picnic, making directions, planning games and activities for party, making handprint pictures with poem (Appendix E), Apples All Around mini book (Appendix E)

Appendix E

Please note: The majority of appendix e was redacted due to copyright concerns.

From: Spain, M. B. (1997). 30 collaborative books for your class to make and share. New York: Scholastic, Inc.

From: Spann, M. B. (1997). 30 collaborative books for your class to make and share. New York: Scholastic, Inc.

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From: Dooley, V. (1996). Turn to learn: 30 ready-to-reproduce wheels for cross-curricular hands-on learning. New York: Scholastic, Inc.

dollar



The Life of a Loaf

From: Cheney, M. & Hoche Bockwoldt, D. (1996). From farm to table. Monterey, CA: ~~EVAN-MOOR CORP.~~
page 37.

Birth of a Butterfly

From: Goldish, M. (1996). 101 science poems and songs for young learners. New York: Scholastic, Inc.

Caterpillar

Adapted from: Holley, C. & Burditt, F. (1989). Resources for every day in every way. Carthage, IL: Fearon Teacher Aids.

Food

From: Goldish, M. (1996). 101 science poems and songs for young learners. New York: Scholastic, Inc.

Ten Tens Trail Mix-

Count to ten then count again until you have ten tens in your zip lock bag:

10 sunflower seeds

10 raisins

10 chocolate chips

10 pretzels

10 peanut butter chips

10 apple pieces

10 pieces of popcorn

10 banana chips

10 pumpkin seeds

10 walnuts

zip your bag tight! Shake and eat!

The Farmyard

by A. A. Atwood

Little White Goat

(Sung to "I'm a Little Teapot")

(From Warren, J. (1990). *Animal piggyback song*. Everett, WA: Warren Publishing House, Inc.)

Five Little Farmers-traditional

(students provide actions)

Five little farmers woke up with the sun,
 For it was early morning and chores must be done.
 The first little farmer went to milk the cow.
 The second little farmer thought he'd better plow.
 The third little farmer fed the hungry hens.
 The fourth little farmer mended broken pens.
 The fifth little farmer took his vegetables to town,
 Baskets filled with cabbages, and sweet potatoes brown.
 When the work was finished and the western sky was red,
 Five little farmers tumbled into bed!

Farm Animals

~~117~~

Farm Figures

119

From Tokoni, V. (1998). Farm animals. Cypress, CA: Creative Teaching Press.

Farm Figures

100

Farm Animals © 1998 Creative Teaching Press

A farmer uses a seed
drill to plant seeds.

123

4

Photos from: Llewellyn, C. (1995). *Mighty machines*.
London: Dorling Kindersley Limited and
Pluckrose, H. (1998). London: Franklin Watts.

Simple Machines Mini Book

125

The verse below is taken from- Warren, J. (1990). Theme-a-saurus two. Everett, WA: Warren Publishing House, Inc.

Little Chick

The following verse is taken from-Goldish, M. (1996). 101 science poems and songs for young learners. New York: Scholastic, Inc.

Machine Song

Planting Song

(to the tune of "Twinkle, Twinkle, Little Star")

Milk...Keep It Cool

127

From: Cheney, M. & Hoche Bockwoldt, D. (1996). From farm to table. Monterey, CA: Evan-Moor Corp.

From Cheney, M. & Hoche Bockwoldt, D. (1996). From farm to table. Monterey, CA: Evan-Moor Corp.

Where Does Milk Come From?

129

From: Toponi, V. (1998). Farm Animals. Cypress, CA: Creative Teaching Press.

MATCH MOTHER TO BABY

Identification Activity

130

From: Bielitz, J. & LaPenta, M. (1995). Nature and science. New York: Newbridge Communications, Inc.

WATCH MOTHER TO BABY
Pattern

From: Bielitz, J. & LaPenta, M. (1995). Nature and science. New York: Newbridge Communications, Inc.

MATCH MOTHER TO BABY

Picture Wheel Cutouts

Nature and Science
Animals

From: Bielitz, J. & LaPenta, M. (1995). Nature and science. New York: Newbridge Communications, Inc.

Baby Animals

Animal Babies

Baby Sheep

Songs above from: Warren, J. (1990). Animal piggyback songs. Everett, WA:Warren Publishing House, Inc.

Name _____

134

Fractured Rhyme: "Mary Had a Little Lamb"

From: Herweck, D. (1999). *Puzzles and Games to Reinforce Basic Skills*. Westminister, GA: Teacher Created Materials, Inc.

How Seeds Grow

Little Book

Plays

Plays adapted from: Pugliano-Martin, C. (1998). 25 just-right plays for emergent readers. New York: Scholastic, Inc.

Growing plants-pop bottle terrarium

Parts of a Plant

Adapted from: Bielitz, J. & LaPenta, M. (1995). Nature and science. New York: Newbridge Communications, Inc.

The Chicken Family

From-Warren, J. (1990). Animal piggyback songs. Everett, WA: Warren Publishing House, Inc.

Sun

(From: Goldish, M. (1996). 101 science poems and songs for young learners. New York: Scholastic, Inc.

Mr. Sun-Traditional



From: Drew, R. (1990). Vegetables and fruit. Cypress, CA: Creative Teaching Press, Inc.

Solar Prints-

(Adapted from: Bielitz, J. & LaPenta, M. (1995). Nature and science. New York: Newbridge Communications, Inc.

Sunbeam Streamers

Name _____ 149



From Tadpole to Frog



Resources for Every Day in Every Way © 1989

Both of the songs below are taken from: Flora, S. B. (1997). Learning with raffi: Singable songs. Grand Rapids, MI: Instructional Fair.

Five Little Frogs

Five Polliwogs

A Tadpole Tale

-by Marie E. Cecchini (Holidays and Seasonal Celebrations, 4(1)).

The Frog Lives in the Pond

(Sung to the "Farmer in the Dell")

(Taken from: Warren, J. (1990). Theme-a-saurus II. Everett, WA: Warren Publishing House, Inc.)

From Egg to Tadpole to Frog Mini-Book

151

From: Stahl, M. & Schneek, G. (1990). The big book of animal manipulatives. New York: Scholastic, Inc.

Ladybug beliefs:

(Adapted from: Herwick Rice, D. (1999). Ladybugs. Westminster, CA: Teacher Created Materials, Inc.)

Ladybug true or false game-

(Adapted from: Herwick Rice, D. (1999). Ladybugs. Westminster, CA: Teacher Created Materials, Inc.)

The Helpful Bug-

(Adapted from: Herwick Rice, D. (1999). Ladybugs. Westminster, CA: Teacher Created Materials, Inc.)

Interesting Things About Ladybugs *(cont.)*

153

Life Cycle 1

Life Cycle 1 *(cont.)*

Be an Entomologist

From: Herwick Rice, D. (1999). Ladybugs. Westminster, CA: Teacher Created Materials, Inc.

elytra (outer wing)

inner wing

thorax (shield)

A Chick's Life

A Chick's Life

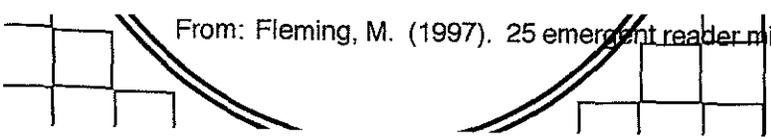
Apple-

From: Goldish, M. (1996). 101 science poems and songs for young learners. New York: Scholastic, Inc.

Handprints-

Poem to be included with handprints

(From: Holley, C. & Burditt, F. (1989). Resources for every day in every way. Carthage, IL: Fearon Teacher Aids.)



From: Fleming, M. (1997). 25 emergent reader mini-books. New York: Scholastic, Inc.

Appendix F

Interdependence
Home/Family
What do I know about me?

163

Subject Area: Communication

Grade Level: Kindergarten

Materials: Book Friends at School

Objectives: 1). The student will pay attention while others are talking (Communication benchmark 1.1). 2). The student will listen attentively to stories read aloud in a group setting (Communication benchmark 1.1). The student will participate in group discussion offering remarks and answers that relate to the subject (Communication benchmark 1.3).

Anticipatory set: The teacher will discuss with children how important it is to listen while others are talking or reading and that when someone would like to have a turn at speaking they should raise their hand and wait patiently. Introduce the story and describe how it is just like them (friends at school).

Procedures: Read story, stopping at various times to answer questions or contrast and compare to the present school. Ask students to share what they liked or didn't like about the story. Ask students why it is important to listen and raise hand before speaking. Invite several responses.

Potential Difficulties: Students may be excited on first day of school, not wanting to listen or answer. Encourage everyone and praise those that are doing what is expected.

Interdependence
Home/Family
Who is my family?

Subject Area: Mathematics, communication, writing, reading

Grade Level: Kindergarten

Materials: Alexander Who Used to Be Rich Last Sunday, chart paper, markers, paper, pencils, coins, story chart, word strips, coin stamps

Objectives: Estimate and count coins (Mathematics Benchmark 1.2), know the value of penny, nickel, dime, quarter (Mathematics Benchmark 1.2), Recognize and know the units for money (Mathematics Benchmark 1.2), define problems in familiar situations (Mathematics Benchmark 2.2), express ideas using mathematical language and notation such as physical or pictorial models, tables, charts, graphs, or symbols (Mathematics Benchmark 4.3), share ideas and experiences with others (Communications Benchmark 3.1), Listens attentively to stories read aloud in a group setting (Communications Benchmark 1.1), retells familiar story in sequence (Reading Benchmark 2.1) and copies a sentence from a paper, copying capital letter at the beginning and punctuation at end correctly and spacing between words (Writing Benchmark 1.3)

Anticipatory Set: The story will be read once through for listening and enjoyment. When story is finished, teacher will lead discussion on the money Alexander received and how he spent it. Students will help identify throughout a second and third reading all the items Alexander spent money on. Students will share experiences of how they have spent money.

Procedures: By matching with the amount in coins to the items paid for on a chart, students will add items together and visually comprehend how the dollar was spent. students will retell the story and write down how they would have spent or saved the money. Coin stamps will be used for students to identify in writing the amount and name of each coin.

Potential Difficulties: Students may still have difficulty identifying coins and writing ideas. This is intended to be one of many lessons to identify and use coins and writing. With additional practice these tasks will become more familiar and therefore the students ability to complete them will increase.

Interdependence
Year long activity
The Adventures of Mr. Bear

Subject Area: Writing

Grade Level: Kindergarten

Materials: "The Adventure of Mr. Bear" notebook, Mr. Bear, pencil, crayons

Objectives: Student participates in the writing of a class book by dictating words to teacher (parents) and drawing pictures (Writing Benchmark 1.1), Student prints first name using correct manuscript D'Nealian formation of letters (Writing Benchmark 1.3) and Student listens while others share writing (Writing Benchmark 4.1).

Anticipatory Set: The teacher will introduce Mr. Bear at the beginning of the school year to students and parents and explain how each student will have at least one turn taking the bear home and what will be expected. Students will practice writing D'Nealian with a sheet that will be included with the activity with each student's name on a list.

Procedures: The bear will be sent home each school day with a student. The stories will be shared each following school day and given to another child for continued writing. During the school year a different animal may be chosen with a new adventure notebook as Mr. Bear's notebook may become filled with stories and children may opt to put him in the reading area for everyone to enjoy.

Potential Difficulties: Students may forget to return Mr. Bear on the following school day. Reminders may be needed or phone calls to parent. The parents may not help the child in writing the story. As this is a family activity many prompts will be used to engage the student's family. As a last resort the teacher will help the student write the story the next school day.

Interdependence
Farm
The grocery store

166

Subject Area: Math, reading, communication

Grade Level: Kindergarten

Materials: Coupons

Objectives: Give example of how mathematics is used in every day life (Mathematics benchmark 5.3), sort and resort objects or people according to particular attributes (Mathematics benchmark 1.4), know the appropriate units for money (Mathematics benchmark 1.2), recognizes some words in different context (Reading benchmark 1.2), work cooperatively with others in a group setting (Communication benchmark 3.2), follow a set of at least three oral directions correctly when doing a worksheet or project in class (Communication benchmark 1.2)

Anticipatory Set: Teacher talks with students about when they go grocery shopping with parents, use of coupons, what they are for, different kinds of products, etc. Teachers puts students in small groups (or may be part of a station at center time).

Procedures: Students are given time to look over the coupons and see what products or words they recognize. Students are instructed to match the amount on the coupons with the coins given (example: a coupon worth fifty cents would be put with two quarters or five dimes). When students have practices this they can sort the coupons by amount, non food and food items, etc. Students who need more challenge may add or subtract amounts.

Potential Difficulties: Some students may not be able to recognize products or amounts because of lack of experience or level of ability. This may be handled by working closely with them during a field trip to the grocery store, pairing them with more experienced students and letting them cut out coupons.

Interdependence
Farm
What is a farm?

Subject: Communication, reading and writing

Grade Level: Kindergarten

Materials: "I am aand my job on the farm is to....." sheet for each student (or more than one), crayons, markers, pencils

Objectives: Describe an object using three adjectives or descriptive words (Communication benchmark 2.1), participate in group reading of stories, songs and poems (Reading benchmark 3.3), expresses an idea in writing showing phonemic awareness (Writing benchmark 3.2)

Anticipatory Set: Teacher begins discussion of all the different types of jobs there are on a farm for people, animals and machines. A few examples are given and students share some ideas. Teacher show students the sheet listed above and reads the beginning with students. Teacher tells students they will be preparing at least one (more if they want to or have time) page for the class 'farm work' book.

Procedures: Students are given the sheet and assisted as needed to complete pages of the class book. Phonetic spelling is encouraged. Students will write at least two descriptive sentences about their object or being. Once pictures are done, book will be put together and read as a whole.

Potential Problems: Students may have difficulty thinking of something to write about. Books can be set out to aid in this decision. Students may have difficulty forming sentences. Other students may assist with this or the teacher, but student written ideas is strongly encouraged.

Interdependence
Farm
How does machinery help on a farm?

Subject: Communication, reading, writing and mathematics

Grade Level: Kindergarten

Materials: Construction paper, precut shapes, glue, scissors, pictures or farm machine books

Objectives: Tell about a picture using at least two complete sentences (Communication benchmark 2.4), reads labels and signs around the classroom (Reading benchmark 3.1, 3.2, 3.4), uses one or more resources in classroom to spell a word (Writing benchmark 3.4), recognize shapes in their surroundings (Mathematics benchmark 1.3)

Anticipatory Set: Students and teachers look at pictures of machinery on farms, ask students if they see any shapes (point out a few obvious ones to get started). Go over names of shapes with students and names of parts of machines. Tell students they are going to have an opportunity to take shapes and create a farm machine out of them.

Procedures: Students are given a variety of shapes (rectangle, parallelogram, circle, triangle, square, etc.) in a variety of sizes. Some will be precut to give them a head start. Students may cut out pre drawn extras or draw and cut their own to meet their needs. Students will label the parts of the machine and then share at least one machine with the class at project's end.

Potential Problems: Students may need review of shape names or extra help writing names if parts (encourage phonemic spelling).

Appendix G

Children's Literature Bibliography

What do I know about me?-

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