

Key Education Publishing Standards Correlation for Early Learning Thematic Lesson Plans

This book supports the NCTE/IRA Standards for the English Language Arts, the recommended teaching practices outlined in the NAEYC/IRA position statement *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*, the NCTM Principles and Standards for School Mathematics, the National Science Education Standards, and the NCSS Curriculum Standards for Social Studies.

NCTE/IRA Standards for the English Language Arts

Each activity in this book supports one or more of the following standards:

1. **Students read many different types of print and nonprint texts for a variety of purposes.** Many of the activities in *Early Learning Thematic Lesson Plans* require students to read both words and pictures.
2. **Students read literature from various time periods, cultures, and genres in order to form an understanding of humanity.** Each unit in this book includes a reference to thematic children's literature for teachers to read to students or students to read independently.
3. **Students use a variety of strategies to build meaning while reading.** The activities in *Early Learning Thematic Lesson Plans* support such reading strategies and skills as classifying, phonemic awareness, sequencing, and vocabulary development.
4. **Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** While doing the activities in this book, students communicate verbally in discussions and recitations, in writing through a variety of writing projects, and visually through art projects.
5. **Students use the writing process to write for different purposes and different audiences.** In *Early Learning Thematic Lesson Plans*, students do a variety of writing projects such as lists, fill-in worksheets, and dictation of letters and stories.
6. **Students become participating members of a variety of literacy communities.** The many group activities in *Early Learning Thematic Lesson Plans* help teachers build a literacy community.
7. **Students use spoken, written, and visual language for their own purposes, such as to learn, for enjoyment, or to share information.** Through discussions, art projects, and writing projects, students use language to share information about themselves.

NAEYC/IRA Position Statement Learning to Read and Write: Developmentally Appropriate Practices for Young Children

Each activity in this book supports one or more of the following recommended teaching practices for Preschool students:

1. **Adults create positive relationships with children by talking with them, modeling reading and writing, and building children's interest in reading and writing.** *Early Learning Thematic Lesson Plans* includes many opportunities for teachers to talk with students and model reading and writing, helping them build a strong interest in reading and writing.
2. **Teachers provide and draw children's attentions to print-rich learning environments.** The bulletin board suggestions in this book are important parts of a print-rich learning environment.
3. **Teachers read to children daily, both as individuals and in small groups. They select high-quality, culturally diverse reading materials.** Many of the units in *Early Learning Thematic Lesson Plans* include literature suggestions for teachers to read to students, and each unit includes literature references that support its theme.
4. **Teachers provide opportunities for children to discuss what has been read to them, focusing on both language structure and content.** Many of the units in *Early Learning Thematic Lesson Plans* include discussions based on reading selections.

5. **Teachers promote the development of phonemic awareness through appropriate songs, finger plays, games, poems, and stories.** Rhyming activities in *Early Learning Thematic Lesson Plans* support this standard.
6. **Teachers provide opportunities for children to participate in literacy play, incorporating both reading and writing.** This book includes many opportunities for literacy play, including role plays and center activities.
7. **Teachers provide experiences and materials that help children expand their vocabularies.** Each unit in this book introduces and reinforces essential vocabulary.

Each activity in this book supports one or more of the following recommended teaching practices for Kindergarten and Primary students:

1. **Teachers read to children daily and provide opportunities for students to independently read both fiction and nonfiction texts.** Many of the units in *Early Learning Thematic Lesson Plans* include suggestions for teachers to read to students, and each unit includes literature references that support its theme.
2. **Teachers provide balanced literacy instruction that incorporates systematic phonics instruction along with meaningful reading and writing activities.** This book includes activities that support phonics along with meaningful reading and writing activities.
3. **Teachers provide opportunities for students to write many different kinds of texts for different purposes.** In *Early Learning Thematic Lesson Plans*, students do a variety of writing projects such as lists, fill-in worksheets, and dictation of letters and stories.
4. **Teachers provide writing experiences that allow children to develop from the use of nonconventional writing forms to more conventional forms.** In *Early Learning Thematic Lesson Plans*, the writing activities include group writing and dictation along with more traditional writing projects.
5. **Teachers provide challenging instruction that expands children's knowledge of their world and expands vocabulary.** Each unit in this book introduces and reinforces essential vocabulary.

NCTM Principles and Standards for School Mathematics

This product and the activities in it support the following Number and Operations Standard Expectations for Grades Pre-K--2:

1. **Students count and recognize the number of objects in a set.** Several activities throughout this book support this standard.
2. **Students connect number words to numerals and to the quantities they represent using different physical representations.** The "Six Little Ducks" song in the Farm unit supports this standard.

This product and the activities in it support the following Algebra Standard Expectations for Grades Pre-K--2:

1. **Students sort, classify, and order objects by a variety of properties.** Several activities in this book require students to sort, classify, or order objects.

This product and the activities in it support the following Geometry Standard Expectations for Grades Pre-K-2:

1. **Students identify, create, draw, compare, and sort two- and three-dimensional shapes.** The "The Shapes of Things" unit supports this standard.
2. **Students describe characteristics and parts of two- and three-dimensional shapes.** In the "The Shapes of Things" unit, students discuss the number of sides that different shapes have.

3. **Students can interpret the relative position of objects.** Several activities in this book deal with positional concepts

This product and the activities in it support the following Measurement Standard Expectations for Grades Pre-K--2:

1. **Students recognize the characteristics of length, volume, weight, area, and time.** Activities in Early Learning Thematic Lesson Plans support learning about length and time.
2. **Students compare and order objects according to length, volume, weight, area, and/or time.** Several activities in this book require students to compare or order objects according to length.
3. **Students measure using standard and nonstandard units.** Several activities in Early Learning Thematic Lesson Plans have students measure using both standard and nonstandard units.
4. **Students use a variety of tools to measure.** Several activities in this book have students measure using clocks and rulers.

This product and the activities in it support the following Data Analysis and Probability Standard Expectations for Grades Pre-K--2:

1. **Students can ask questions and collect data about themselves and their worlds.** Several graphing activities in this book incorporate students asking questions and gathering data.
2. **Students can sort and group objects according to their characteristics and organize information about the objects.** Several activities in Early Learning Thematic Lesson Plans support this standard.
3. **Students can show data using objects, pictures, and graphs.** This book includes several graphing activities.
4. **Students can compare parts and whole of data to determine what the data shows.** Several activities in Early Learning Thematic Lesson Plans require students to interpret data.

National Science Education Standards

This book and the activities in it support the following Life Science standards for Grades K-4:

1. **All students should understand the characteristics of organisms.** Several chapters in *Early Learning Thematic Lesson Plans* include activities in which students study animals.
2. **All students should understand the life cycles of organisms.** Several chapters in *Early Learning Thematic Lesson Plans* include activities in which students study the life cycles of animals and plants
3. **All students should understand the relationship of organisms and environments.** Several chapters in this book include activities on animals and plants and their habitats.

This book and the activities in it support the following Earth and Space Science content standards for grades K-4:

1. **All students should understand concepts related to objects in the sky.** The weather unit in this book supports this standard
2. **All students should understand concepts related to changes in earth and sky.** Several units in this book support this standard.

This book and the activities in it support the following Science in Personal and Social Perspectives content standards for grades K-4:

1. **All students should develop understanding of personal health.** The nutrition and health and staying fit units in this book support this standard.

NCSS Curriculum Standards for Social Studies

The activities in this book support the following performance expectations for students in the early grades:

Culture

1. **Students explore and describe similarities and differences in how different groups handle human needs.** The I Am Grateful, So Many Holidays, and It's Cold Out There themes in this book support this standard.
2. **Students can describe how language, folk tales and stories, music, and art express culture and influence behavior in a given culture.** The Those Magic Words, So Many Holidays, and Somewhere Over the Rainbow themes in this book support this standard.
3. **Students can compare how people from different cultures deal with their environment and their society.** The It's Cold Out There theme in this book supports this standard.
4. **Students can give examples and cite the importance of unity and diversity within and among cultural groups.** The So Many Holidays, Things that Make Me Feel Good, and We Are Proud of Our Country themes in this book support this standard.

People, Places, & Environments

1. **Students describe how culture, needs, and ideas are reflected in the design of physical environments like homes and classrooms.** The Where Do You Live? theme in this book supports this standard.
2. **Students study how human beings interact with their environment, including land use, the development of cities, and how humans affect ecosystems.** The I Am Grateful and It's Cold Out There themes in this book support this standard.

Individual Development & Identity

1. **Students can describe personal changes over time, such as changes related to development or personal interests.** The Things That Make Me Feel Good unit in this book supports this standard.
2. **Students describe things that make their families unique.** The These People Belong to Me and I Care About You! themes in this book support this standard.
3. **Students can identify how behavior changes based on things they learn and how they grow.** The Things That Make Me Feel Good theme in this book supports this standard.
4. **Students can describe how the people around them influence their life and the decisions they make.** The These People Belong to Me theme in this book supports this standard.
5. **Students examine the things that make up their identity, such as their interests, the things they can do, and their thoughts.** The Great News! School Begins! and Things That Make Me Feel Good themes in this book support this standard.
6. **Students work on their own and in cooperative groups to accomplish goals.** The These People Belong to Me theme in this book supports this standard.

Individuals, Groups, & Institutions

1. **Students can identify learned behaviors and roles in group situations like school, family, peer group member, or club member.** The These People Belong to Me theme in this book supports this standard.

Power, Authority, and Governance

1. **Students can differentiate between local, state, and national government and identify certain leaders at each level.** The We Are Proud of Our Country theme in this book supports this standard.

Production, Distribution, & Consumption

1. **Students describe how workers with specific jobs contribute to the production and trade of goods and services.** The Who Works in Your Neighborhood theme in this book supports this standard.

Science, Technology, & Society

1. **Students can identify and describe situations in which science and technology have changed people's lives, such as in housekeeping, child care, work, transportation, and communication.** The People Move in Many Ways and I Am Grateful themes in this book support this standard.

Global Connections

1. **Students explore ways that elements of culture such as language, art, music, and beliefs can lead to either global understanding or misunderstanding.** The So Many Holidays and Somewhere Over the Rainbow themes in this book support this standard.
2. **Students can cite examples of competition, collaboration, and interdependence among individuals, groups, and nations.** The I Am Grateful theme in this book supports this standard.

Civic Ideals & Practices

1. **Students can identify examples of the rights and responsibilities of citizens.** The We Are Proud of Our Country theme in this book supports this standard.
2. **Students can identify different things citizens can do to influence public policy decisions.** The We Are Proud of Our Country theme in this book supports this standard.