

Key Education Publishing
Standards Correlation for *All Around the Neighborhood*:
Explore Your World & Learn About People at Work Through Literacy-Rich Lessons

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

NCSS Curriculum Standards for Social Studies

This book supports 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 “My Home” section of this book includes an activity in which students learn about different kinds of communities and homes around the world.
2. **Students can compare how people from different cultures deal with their environment and their society.** The “My Home,” “My School,” and “The Library” sections of this book include activities that support this standard.

Time, Continuity, & Change

1. **Students can correctly use time vocabulary such as past, present, future, and long ago; read and create simple time lines; identify examples of change; and recognize cause and effect relationships.** There is an activity in the “My Neighborhood” section of this book in which students study the history of their neighborhood and the changes that have taken place there.
2. **Students can use various sources, such as documents, maps, textbooks, and photographs to learn about the past.** The Kindergarten Corner activity in the “My Neighborhood” section of this book has students use various sources to learn about the history of their neighborhood.

People, Places, & Environments

1. **Students can use maps, globes, and photographs.** Students use a neighborhood map in the “My Neighborhood” section of this book.
2. **Students describe how culture, needs, and ideas are reflected in the design of physical environments like homes and classrooms.** The “My Home” section of this book and the activities in the “My School” and “The Library” sections support this standard.
3. **Students study how human beings interact with their environment, including land use, the development of cities, and how humans affect ecosystems.** The “My Neighborhood” section of this book supports this standard.

Individual Development & Identity

1. **Students can describe personal connections to places, especially those in their immediate surroundings.** Activities in the “My Neighborhood” and “My Home” sections of this book support this standard.
2. **Students examine the things that make up their identity, such as their interests, the things they can do, and their thoughts.** The *My Book About Me* booklet activity supports this standard.

Production, Distribution, & Consumption

1. **Students describe how workers with specific jobs contribute to the production and trade of goods and services.** Each unit in *All Around the Neighborhood* supports this standard through activities, field trips, and classroom visits by various workers.

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

Select activities support one or more of the following recommended teaching practices for preschool children:

- 1. Adults create positive relationships with children by talking with them, modeling reading and writing, and building children's interest in reading and writing.** The activities in this book support this standard through classroom discussions, group writing, and read-aloud activities.
- 2. Teachers read to children daily, both as individuals and in small groups. They select high-quality, culturally diverse reading materials.** Each unit in *All Around the Neighborhood* includes activities where teachers read high-quality thematic literature to their students.
- 3. Teachers provide opportunities for children to discuss what has been read to them, focusing on both language structure and content.** Most teacher read-alouds in *All Around the Neighborhood* are accompanied by classroom discussions.
- 4. Teachers provide opportunities for children to participate in literacy play, incorporating both reading and writing.** Most units in *All Around the Neighborhood* have dramatic play center ideas that incorporate literacy.
- 5. Teachers provide experiences and materials that help children expand their vocabularies.** The varied activities in *All Around the Neighborhood* are a great way to expand children's vocabularies in the area of social studies and community helpers.

Select activities in this book support one or more of the following recommended teaching practices for kindergarten and primary-grades students:

- 1. Teachers read to children daily and provide opportunities for students to independently read both fiction and nonfiction texts.** Each unit in *All Around the Neighborhood* includes activities where teachers read high-quality thematic literature to their students. In addition, the book includes many mini-books which students can read independently.
- 2. Teachers provide opportunities for students to write many different kinds of texts for different purposes.** In *All Around the Neighborhood*, students write or dictate a wide variety of things, including lists, stories, thank-you notes, and descriptions.
- 3. Teachers provide opportunities for children to work in small groups.** *All Around the Neighborhood* includes many small group activities.
- 4. Teachers provide challenging instruction that expands children's knowledge of their world and expands vocabulary.** The varied activities in *All Around the Neighborhood* are a great way to expand children's vocabularies in the area of social studies and community helpers.

NCTE/IRA Standards for the English Language Arts

Select activities in this book support one or more of the following standards:

- 1. Students read many different types of print and nonprint texts for a variety of purposes.** In *All Around the Neighborhood*, students read mini-books and texts of various lengths to complete activities.
- 2. Students communicate in spoken, written, and visual form, for a variety of purposes and a variety of audiences.** In *All Around the Neighborhood*, students communicate orally in class discussions and literacy play, in writing through a variety of group and individual writing activities, and visually in drawing and other art projects.

- 3. Students become participating members of a variety of literacy communities.** The many group activities, book discussions, and games in *All Around the Neighborhood* help teachers build a literacy community in their classroom.
- 4. Students use spoken, written, and visual language for their own purposes, such as to learn, for enjoyment, or to share information.** *All Around the Neighborhood* provides many opportunities for students to use language independently.

NCTM Principles and Standards for School Mathematics

Select activities 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.** *All Around the Neighborhood* includes several activities that support this standard.
- 2. Students understand the relative position and size of ordinal and cardinal numbers.** The “Number Walk,” “Sorting Books,” and “Restaurant Aromas” activities support this standard.

Select 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 *All Around the Neighborhood* support this standard.
- 2. Students recognize, describe, and extend simple sound, shape, or numeric patterns and change patterns from one form to another.** The “Fun with Patterns” activity supports this standard.

Select activities 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 “Number Walk” activity supports this standard.
- 2. Students recognize geometric shapes in the world around them.** The “Number Walk” activity supports this standard.

Select activities support the following Measurement Standard Expectations for Grades Pre-K–2:

- 1. Students recognize the characteristics of length, volume, weight, area, and time.** The “What is in the Produce Department?,” “The Fire Station—Kindergarten Corner,” and “Weigh and Pay for Packages” support this standard.
- 2. Students compare and order objects according to length, volume, weight, area, and/or time.** The “What is in the Produce Department?” and “Weigh and Pay for Packages” support this standard.
- 3. Students measure using standard and nonstandard units.** The “What is in the Produce Department?” and “Weigh and Pay for Packages” support this standard.

Select activities 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.** The “Restaurant Aromas” and “How Do You Travel?” activities support this standard.
- 2. Students can show data using objects, pictures, and graphs.** The “Restaurant Aromas” and “How Do You Travel?” activities support this standard.
- 3. Students can compare parts and whole of data to determine what the data shows.** The “Restaurant Aromas” and “How Do You Travel?” activities support this standard.