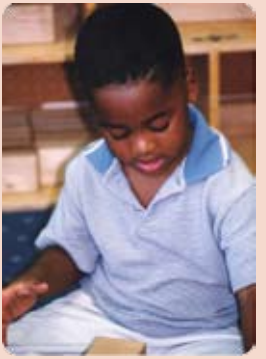
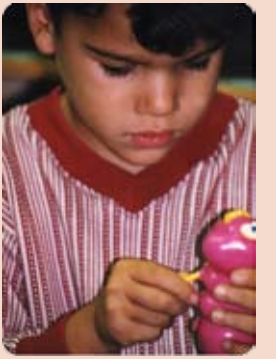
Parents Guide To

PREKINDERGARTEN

Instruction





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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

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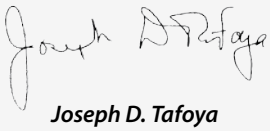
Message from the Director

Dear Parents:

The Department of Defense Education Activity ***(DoDEA)*** is committed to providing the highest quality of education to its students. One way to provide a quality education is with an effective curriculum that reflects high standards and expectations. Thus, DoDEA has developed rigorous content standards aligned with national guidelines and standards. But even the most rigorous standards cannot make schools and students successful without the support of parents.

This booklet is designed to inform you, our parents, of DoDEA's expectations for students in the four major curriculum areas-reading/language arts, mathematics, science, and social studies-at the prekindergarten level. These expectations are aligned with the prekindergarten curriculum that is used by the classroom teacher for daily instruction. The booklet also provides examples of what your child is learning in the classroom, and what he or she should know and be able to accomplish upon exiting prekindergarten. In addition, it provides suggestions and tips on how you can help your child at home.

I hope this publication is informative and assists you with understanding DoDEA's educational goals for your child in prekindergarten. Working together, we can ensure his or her success and start him or her down the path to life-long learning.



Joseph D. Tafoya
Director
Department of Defense Education Activity

Welcome to Prekindergarten

Hannah Hamel
Pastel, "Untitled"

Help Your Child Find Success

A child brings much experience and knowledge learned at home to the first day of school. This experience and knowledge, combined with a natural curiosity and interest, are the foundations of school learning.

No doubt you've heard standards mentioned when people talk about education and what children should know at each grade level. The Department of Defense Education Activity ***(DoDEA)*** has developed standards-a set of clear expectations-to use as a basis for teaching your child. These standards are based on how children learn and what they need to know. They set high levels of learning and performance for all students from preschool through grade 12. The prekindergarten level standards are based on developmentally appropriate practices, which means that all class activities and lessons ***(or practices)*** are appropriate for your child's developmental level.

Basically, all children follow the same development pattern ***(e.g., they learn to crawl before they learn to walk)***, but they have different growth rates ***(e.g., one may talk at age two, one at age three)***. In DoDEA, your child is viewed as an individual with a uniquely-timed growth pattern. Both the lessons-the curriculum-and adult interactions with prekindergarten students are aligned with the developmental level of each child. All programs reflect a safe and nurturing environment that encourages a child's physical, social, emotional, intellectual, and language development. The learning experiences are meaningful and relevant, helping children make connections between what is being taught and their own life and experiences. Thus, when you come into a DoDEA early childhood classroom, you'll see teachers using familiar objects and conducting activities similar to those you do at home. Making a connection between school learning and home helps a child accept the challenges of learning new information.

An essential part of early development depends upon a child's opportunity to be involved with his environment. Children need to explore, investigate, and respond to a variety of materials provided in their classrooms and in their home environment. DoDEA's Sure Start, Preschool Services for Children with Disabilities, and preschool programs are based on an interactive, interest-based approach. The DoDEA standards are embedded in the activities of prekindergarten classroom centers such as Computers, Dramatic Play, Toys and Games, Sand and Water, Library, Outdoors, Music and Movement, Cooking, Discovery Science, and Art and Construction.

Children choose the interest areas in which they would like to "work" each day. They are encouraged to explore the materials on their own, with teachers interacting with them in a natural way by asking open-ended questions to expand their knowledge.

As a parent understanding the expectations for a grade level provides you with a road map to help you measure your child's progress in school, and to supplement the curriculum with additional activities at home when needed. An environment where parents and teachers work together-that's where children learn best!

[Note: This booklet reflects only some of DoDEA's content standards in the major academic areas. The complete standards for prekindergarten can be viewed on DoDEA's website, *www.dodea.edu*.] Help your child have a meaningful experience in prekindergarten:

Your child will enter school with the basic foundation for learning. The more skills your child has upon entering school, the easier school will be. If he or she begins with a positive attitude and a willingness to learn, he or she will have a significant advantage.

Helping your child believe that he or she can accomplish anything will develop self-confidence and persistence. Your child will blaze new trails in order to reach his or her goals. Offering praise and encouragement will help your child reach new heights despite obstacles. As a parent, you are your child's most important role model. Put into practice the belief that education is a life-long process where you, as the adult and parent, continue to broaden your own horizons through learning experiences.

Take Time

Attitudes develop from an early age. The most effective way to encourage learning is to show your child that it's fun and interesting. Play games on a regular basis. Take trips to the zoo, library, and museums to show that you, too, are interested in learning more about the world. A child with parents who have a high respect for learning and education is likely to develop a positive attitude toward school.

Talk Together

Speaking and listening are to reading and writing what walking is to running. Children who do not have a large and flowing vocabulary will have difficulty with every aspect of reading and writing. It is most important at this early stage of your child's development for you to take advantage of the natural opportunities for learning that come up daily. For example, talk frequently with your child, helping him or her develop vocabulary for school. Encourage

your child to express his or her feelings and ideas. Respond to his or her interest and excitement in learning new things, and praise your child for specific and correct answers. Talking together with an adult heightens a child's self-esteem while also improving his or her ability to express himself.

Promote Understanding

Learning is a mixture of failures and successes, so guide your child as he or she interacts with his or her world. Your perception of how an individual learns will have a profound influence on your child. Your child will learn to accept success and failure by observing how you respond to your own successes and failures. Remaining positive when encountering challenges will model the appropriate coping skills for learning and life.

Encourage Curiosity

Create a rich learning environment by taking your child to interesting and stimulating places such as museums, historical sites, state and national landmarks, and other locations that will help your child connect "book" learning with real life experiences. If your child views learning as an avenue to new discoveries, he or she will more likely be successful in school. Practical experiences with clocks, calendars, money, and numbers link academic learning to the real world.

Read Aloud

Read aloud to your child. Talk about what you've read. Start with simple books that have no more than a few words on each page and pictures that go with the words. As your child becomes familiar with the reading process ***(e.g., left-to-right progression; ideas are expressed through words)***, let him or her retell the story from the book in his or her own words. Ask questions to ensure that your child understands what took place in the story. Remember that children at this age have a short attention span, so select books that will engage their interest.

Be Prepared/Ready

Sending your young child to school each day can be hectic. Start preparing the night before by teaching your child to organize his or her clothes and school materials for the next morning. Having a good night's sleep and a good breakfast will help your child be prepared for a day at school.

Review Schoolwork

Ask your child to share the work performed at school. Let your child know that you are proud of what has been done, even if he or she has made some mistakes. At this young age it is most important to encourage children to take risks and understand that learning also happens when we make mistakes.

Stay Involved

If your child views learning as an avenue to new discoveries, he or she will more likely be successful in school. Your participation and interest in your child's education will help. Stay involved in the school community by volunteering in parent organizations or other school-sponsored activities. Take an active role in parent-teacher conferences or "parent nights" by asking questions, reviewing materials, and sharing thoughts about your child's education and academic progress.

Provide Opportunities on the Computer

Give your child the opportunity to practice on your home computer. As he or she works on the computer, use words that name the computer equipment, (***e.g., the monitor, the mouse, the disk drive.)*** There are many computer games and programs that reinforce the learning of numbers and letters. These games also challenge children to learn about new subjects and particular topics. Be sure, however, to preview computer programs and games beforehand to ensure that they are appropriate for the prekindergarten age group.

Physical Activity, Nutrition, and Safety Tips

As a parent, you have an important role in shaping your children's physical activity, nutrition, and safety attitudes and behaviors. Help keep them safe, healthy, and ready to learn. Here are some things you can do.

Provide opportunities for children to be active by playing with them. It is recommended that children participate in at least 60 minutes of moderate-intensity physical activity most days of the week.

Plan your children's snacks. The American Academy of Pediatrics recommends that children drink no more than two 6-ounce servings of fruit juice a day. Introduce your children to new healthy fruits and vegetables.

Create a safe home and neighborhood environment. Lock up items that may harm your children, and check to see if homes your children visit have dangerous items and how they are stored.


Biscuit

Reading and Writing

Foundations for Reading

Children develop an awareness of sounds and letters.

Children will develop the building blocks for learning to read and write by understanding that language is made of words, that words are made of letters, and that letters represent sounds.

You can help by having your child:

- Recognize that sounds can be alike or different.
- Recognize words that sound the same and words that sound different.
- Demonstrate knowledge of the alphabet. ***(Because learning letters in isolation is difficult for young children, help your child play lotto games or matching games with names and pictures.)***
- Recognize rhyming words ***(e.g., cat, mat, rat, sat).***
- Recognize that a particular sound represents a consonant letter ***(e.g., b,c,d,f. Remember, NOT ALL CHILDREN WILL BE READY FOR THIS ACTIVITY AT THIS TIME).***

Foundations for Writing

Children learn that writing is communicating with words, symbols, or pictures.

Children will learn the beginning processes in producing written work. They will use a variety of tools to convey their thoughts and ideas.

You can help by having your child:

- Practice prewriting activities using crayons, markers, chalk, and/or sand ***(e.g., have your child draw or paint a picture of an experience, or describe a scene from a book through a picture).***
- Dictate stories for you to write on paper. Read the story aloud.
- Use pictures and symbols to convey thoughts or experiences.
- Use drawing programs on the computer to make pages of a storybook.
- Begin to form letters ***(WHEN HE IS READY).***
- Write his or her name ***(WHEN HE IS READY).***

Reading and Writing

Speaking and Listening

Children explore and play with language to communicate with others and to build a solid foundation for reading and writing.

Children will use language to socialize, verbalize their needs, talk through a task, remember steps in a newly learned skill, ask questions, or carry on a conversation with others. Language is the precursor to reading, as it provides the vocabulary that allows one to understand print.

You can help by having your child:

- Use talk to express needs or feelings.
- Use talk to enact or tell a story.
- Ask questions ***(e.g., why, where, who, and when).***
- Talk about daily experiences at school.
- Talk and listen in small groups ***(e.g., dinnertime conversation; sharing experiences at school, daycare, or church).***
- Respond to direct questions.
- Use different words to express the same idea.
- Use language to describe items and events.
- Recognize and repeat nursery rhymes, songs, and poems.
- Recognize rhyming words ***(e.g., cat, mat, rat, sat).***
- Recognize that a particular sound represents a consonant letter ***(e.g., b,c,d,f. Remember, NOT ALL CHILDREN WILL BE READY FOR THIS ACTIVITY AT THIS TIME).***

Reading and Writing

Children learn to recognize written signs and develop an understanding that written print in a storybook says something specific.

Learning to read begins when children make a connection between oral and written language. Children will learn that "scribbles" on paper, computer monitors, and television screens have meaning, and that through the stories they read or hear, they can make sense of their world.

You can help by having your child:

- Recognize signs and symbols from the environment ***(e.g., have your child observe and learn to read signs in the neighborhood, or post signs at home with words and pictures that remind your child what to do, such as wash his or her hands or put his or her toys in a toy box).***
- Predict what will happen next in a story.
- Identify the main idea in a picture book.
- Predict a story ending.
- Draw a picture of a story's conclusion.
- Retell a story that he or she has read.
- Tell a story by describing its pictures.
- Identify character relationships from a story that or she has read.
- Use new vocabulary from stories in other contexts ***(e.g., ask your child to use a new word in a sentence).***
- Dramatize stories he or she has heard through finger plays, songs, and drawings ***(e.g., have your child use stuffed animals, puppets, and/or musical instruments to dramatize stories).***

Reading and Writing

Children develop habits that support learning to read.

It is essential that children learn at an early age that "good" reading habits start with an early interaction with books.

You can help by having your child:

- Handle books with care.
- Select appropriate picture books to enjoy and discuss with you or other family members.
- Use school and community libraries to check out books.
- Use technology-generated materials such as computer games.
- Share books with others.
- Identify his favorite books and authors.

Mathematics

Numbers and Operations

Children use numbers to represent quantity.

Children practice counting and using numbers in daily conversation

You can help by having your child:

- Count in order ***(1, 2, 3, 4, 5, and so on).*** Count chairs at the table, squares on the sidewalk as you walk, or anything that you find in your normal day.
- Match and compare groups of no more than five objects. ***(E.g., ask questions such as "Who has the most candy?" "How many people have the same number of buttons as you?" "Who has the most crayons?")***
- Act out and dramatize finger plays, rhymes, and songs that use number concepts.
- Connect the number symbols 1 through 5 with real objects. ***(E.g., use cards on which you have written the numerals 1, 2, 3, 4, 5, and so on. Help your child place a number card by the appropriate group of objects — for example, 1 carton of milk, 2 cups of juice, 4 straws.)***
- Use words and pictures to present math problems and solutions. ***(E.g., have your child put five balls in a row and draw a picture of the five balls.)***

Algebra

Children sort objects by an attribute (shape, size, color).

Children begin to see math in objects and patterns around them.

You can help by having your child:

- Identify and then match shapes or patterns of shapes. Look around the house or outside if you go for a walk or a ride. Ask your child to identify shapes such as a circle, a square, and a triangle.
- Identify and repeat patterns your child has heard using songs, rhythm instruments, and charts. ***(E.g., clap or tap a pattern on the tabletop such as 1 tap/2 taps/1 tap/2 taps/1 tap/2 taps and have your child repeat it. Begin with a simple pattern such as 2 taps and increase it as your child repeats it correctly.)***
- Identify and repeat visual patterns such as a pattern of red/blue/yellow, red/blue/yellow using colored objects.

Mathematics

Geometry

Children name and describe two-dimensional shapes.

Children learn how the world is full of different shapes.

You can help by having your child:

- Recognize, name, draw, and match shapes such as circles, triangles, and squares.
- Identify and label geometric shapes such as circles, squares, and triangles in the things you see everyday. ***(E.g., a wheel is a circle and a kitchen tile is a square.)***
- Use descriptive words such as above/below, under/over, and beside/behind to describe the relative position of an item. ***(E.g., the crayons are beside the paper; the hook is behind the door.)***
- Identify and continue a simple geometric pattern. ***(E.g., use cards of different shapes to create a pattern such as square/circle/square/circle/square/circle.)***

Bailey Wilcom
Marker, "Fish Head"

Mathematics

Measurement

Children identify measurable attributes (size, weight, length) and use these to make comparisons among objects, events, and so on.

Children begin to observe differences and similarities in objects.

You can help by having your child:

- Use hands-on activities and tools to experience the principles of measurement. ***(E.g., help in the kitchen by adding ingredients using measuring cups and spoons; talk about measurement concepts such as full, empty, half full, and half empty.)***
- Compare objects using words such as long/short, big/small, full/empty, heavy/light, and more/less.
- Identify time periods in a day such as morning/afternoon/night, and in a year such as summer/fall/winter/spring.

Data Analysis and Probability

Children recognize data by sorting objects according to one attribute.

Children learn to use math to gather information.

You can help by having your child:

- Collect information and ask questions such as "How much?" and "How many?" ***(E.g., How many shoes does each family member have?)***
- Sort objects by one or two characteristics such as size, shape, color, and function. ***(E.g., have your child sort clothes, shoes, and toys when helping to clean his or her room.)***

Science

Inquiry Skills

Children learn to use inquiry skills to investigate their physical and natural world.

Young children ask hundreds of questions to learn about their world. As a parent, you will want to prepare your child for a global world that constantly changes with new technology.

You can help by having your child:

- Explore the natural and physical world through observations ***(e.g., observe physical changes such as water becoming ice, or soaking beans or dried fruit in water).***
- Use tools to observe and report changes in his or her world ***(e.g., use a magnifying glass and then draw his or her observations).***
- Ask questions about changes in his or her world ***(e.g., what happens to breakfast cereal when we pour milk on it, or what happens over time when a plant is not watered or exposed to improper sunlight).***
- Make basic interpretations about daily observations or discoveries.

Science

Physical Science

Children learn about physical properties of the world by observing and manipulating objects and materials within the environment.

Children will learn about the physical properties of the world through a variety of activities using blocks, dramatic play, sand and water, toys, art, woodworking, and outdoor play. It is important to use open-ended questions with a child this age ***(e.g., "I wonder why this big toy boat floats but the penny sinks")*** *to encourage investigation and problem-solving skills. As you interact with your child, describe physical changes in the natural environment as they occur.*

You can help by having your child:

- Identify characteristics of objects ***(e.g., size, shape, and texture).***
- Identify similarities and differences in objects ***(e.g., observe the physical changes to a variety of substances-a blotter, salt, Jell-O crystals, paper, sand, a sponge-when you use a medicine dropper to moisten the material gradually).***
- Explore the position and motion of objects ***(e.g., above the ground/ under the ground, fast/slow).***

Life Science

Children compare living organisms.

Children will learn the difference between living and non-living organisms. They will explore living things in their immediate environment to discover how these things grow and change, and how they survive in their environments.

You can help by having your child:

- Identify and compare characteristics of living organisms ***(e.g., at a local park or at the zoo, play a guessing game to help him understand the characteristics of animals-What animals have fur to keep warm? What animals have sharp teeth to help them eat?).***
- Describe the basic needs of living organisms ***(e.g., water, food).***
- Describe in simple and broad terms how the immediate environment changes during a year, and how these changes affect plants and animals.

Science

Earth and Space Science

Children learn about the earth and the sky.

Children will observe objects in the sky, and describe changes in the earth and sky by making observations, asking questions, and drawing conclusions. They will learn about the world by talking about the weather, rocks, water, and soil.

You can help by having your child:

- Explore properties of water and soil ***(e.g., take soil from different environments, and then make color and texture comparisons).***
- Observe changes in the weather over time ***(e.g., how weather changes with the different seasons).***
- Observe objects in the sky, and then describe what he has seen by drawing or painting pictures.
- Observe changes in the physical environment ***(e.g., seasonal changes, shade from a tree, water draining in a gutter after a rain).***

Science and Technology

Children learn to identify tools and technologies.

Children will investigate the ways science uses tools and technologies to help people work and solve problems.

You can help by having your child:

- Design and build structures from sand, blocks, and other materials.
- Identify technological tools and how they help with specific work ***(e.g., tape recorders, word processing computer programs, magnifying glasses, binoculars).***
- Use computer games to learn about cause and effect relationships.

Science

Science in Personal and Social Perspective

Children learn about safety and how to conserve resources.

Children will learn about personal and school safety. They will learn how to conserve resources in the classroom and ways to improve their environment.

You can help by having your child:

- Identify safety rules at school and home.
- Demonstrate how to use limited materials and time wisely ***(e.g., sharing supplies, reducing waste, recycling).***
- Observe changes in the home and school environment.
- Practice ways to improve the environment ***(e.g., planting flowers, picking up litter).***

History and Nature of Science

Children learn that science is a human effort.

Children will identify how parents and neighbors use science and technology in their work.

You can help by having your child:

- Recognize that different jobs use science and technology in different ways ***(e.g., a bulldozer helps a construction worker move large amounts of dirt, a fireman uses special equipment to protect himself from fire, an older brother or sister uses a computer to help with homework).***

Social Studies

Citizenship

Children learn about good citizenship.

Children will learn the basic principles of living in a democratic society. They will learn how to be cooperative and share by working with others in interest areas.

You can help by having your child:

- Identify characteristics of being a good citizen.
- Work with a partner.
- Share and cooperate.
- Recognize the American flag as the symbol of the United States.

Culture

Children learn about culture and cultural diversity.

Children will learn about their own family and families in other cultures.

You can help by having your child:

- Identify and name members of his family.
- Use vocabulary appropriate to members of a family ***(e.g., grandmother, grandfather, aunt, uncle, cousin).***
- Identify various types of houses, food, and clothing that are associated with different cultures ***(e.g., attend cultural events within your community and then talk about them).***
- Describe basic customs that are associated with specific holiday celebrations ***(e.g., the Fourth of July, Thanksgiving).***

Time, Continuity, and Change

Children learn how people view themselves over time.

Children will learn about the concepts of self and others, and how human beings change as they grow. They will learn about time in relationship to themselves and their activities.

You can help by having your child:

- Identify personal information about himself or herself ***(e.g., help your child make a "me" poster using markers, poster board, scissors, pictures from old magazines, or photographs of things he or she likes to do or places he or she has been).***

Social Studies

- Identify people from different times and places ***(e.g., talk about and share your family's history using photo albums and memorabilia).***
- Sequence the events of a daily routine ***(e.g., talk with your child about the predictable routines of a school day).***

Space and Place

Children learn about their world and where they fit geographically.

Children will learn where they live in the world and its relationship to other places. They will be able to recognize major features of the earth on a globe ***(e.g., mountains, oceans, and landmasses).***

You can help by having your child:

- Understand that maps show where people live ***(e.g., help your child draw or paint a map of your neighborhood, and mark where you live, where various landmarks are).***
- Recognize and name the globe as a model of the earth.
- Use the globe to show features of the earth.
- Compare locations of people, places, and things ***(e.g., discuss the concepts of near/far, above/below).***

Individual Development and Identity

Children learn about individual development and identity.

Children will learn to recognize their own feelings and how to respond appropriately in different situations.

You can help by having your child:

- Identify and describe how he or she is feeling.
- Show friendliness, thoughtfulness, and helpfulness towards others.
- Demonstrate self-control in challenging situations.
- Show respect and concern for the rights of others.

Social Studies

Individuals, Groups, and Institutions

Children learn about the interaction of self and others.

Children will learn how people live together and get along with each other. They will explore the different roles of people in the community.

You can help by having your child:

- Understand rules and the need for rules.
- Identify basic community helpers and their roles ***(e.g., police and firefighters).***
- Participate in trips to places in the community, and then share what he or she sees.

Production, Distribution, and Consumption

Children learn how people organize and distribute goods and services.

Children will recognize how people rely on each other for goods and services. They will explore the concepts of buying and selling through various activities using play money.

You can help by having your child:

- Recognize the difference between a "need" ***(e.g., a pair of shoes)*** and a "want" ***(e.g., a balloon).***
- Identify the uses of money ***(e.g., to purchase clothes, food, movie tickets).***

Power, Authority, and Governance

Children learn about the lines of authority.

Children will develop an understanding of the lines of authority by understanding classroom and school rules as they apply to themselves.

You can help by having your child:

- Identify classroom and school rules.
- Understand how rules bring order and safety at home and in school.
- Describe the consequences of breaking rules ***(e.g., a "time out").***

Social Studies

Science, Technology, and Society

Children study the relationships among science, technology, and society.

Children will become aware of technological tools, how they work, and how they are used in meaningful ways. They will learn how to conserve resources by recycling and reusing materials at home and school.

You can help by having your child:

- Recycle, reduce, and reuse materials at home.
- Explore the uses of technology ***(e.g., participate in hands-on activities with different forms of technology such as computers and VCRs).***

Global Connections

Children learn how they connect and depend upon a global society.

Children will learn how, as members of a classroom community, they have opportunities to live, work, and share with others. They will participate in the celebration of cultural events in various classroom and school activities.

You can help by having your child:

- Develop skills to communicate with others in individual and group settings ***(e.g., have your child tell about an event-such as a trip to the zoo-at a family gathering).***
- Participate in activities with people from other cultures.

Notes

Appendix

Resources for Children

Read-Aloud Books

- Cheyette-Lewison, Wendy. *Raindrop, Plop!* New York: Penguin Group, 2004.
- Corey, Shana. *Players in Pigtails.* New York: Scholastic, 2003.
- Cushman, Doug. *Space Cat.* New York: HarperCollins, 2004.
- French, Jackie. *Too Many Pears!* Long Island City, NY: Star Bright Books, 2003.
- Griffin, Andrea. *Dig!* Orlando, FL: Silverwhistle/Harcourt, 2004.
- Hall, Bruce Edward. *Henry and the Kite Dragon*. New York: Penguin Group, 2004.
- Hest, Amy. *Mr. George Baker.* Cambridge, MA: Candlewick Press, 2004.
- Hopkinson, Deborah. *Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plains.* New York: Simon & Schuster, 2004.
- Jenkins, Steve. *Actual Size.* Boston: Houghton Mifflin Co., 2004.
- Jinkins, Jim. *Pinky Dinky Doo: Where Are My Shoes?* New York: Random House, 2004.
- Kasza, Keiko. *My Lucky Day.* New York: Penguin Group, 2003.
- Kaufman-Orloff, Karen. *I Wanna Iguana.* New York: Penguin Group, 2004.
- Lin, Grace. *Fortune Cookie Fortunes.* New York: Random House, 2004.
- Long, Melinda. *How I Became a Pirate.* San Diego, CA: Harcourt Trade Publishers, 2003.
- Look, Lenore. *Ruby Lu, Brave and True.* New York: Simon & Schuster, 2004.
- Lucas, David. *Halibut Jackson.* New York: Random House, 2004.
- Manzano, Sonia. *No Dogs Allowed!* New York: Simon & Schuster, 2004.
- Pallotta, Jerry. *The Beetle Alphabet Book.* Watertown, MA: Charlesbridge Publishing, 2004.
- Pow, Tom. *Tell Me One Thing, Dad.* Cambridge, MA: Candlewick Press, 2004.

Resources for Children

- Roth, Carol. *Who Will Tuck Me In Tonight?* New York: North-South Books, 2004.

Recommended Reading Websites

- Buddy's Bearded Collie Literacy Notebook - *http://www.skylinc.net/~scarfone/buddy.htm* - reading and writing activities.
- Billy Bears Alphabet Games - *http://www.billybear4kids.com/games/online/alphabet/abc.htm* - alphabet games.
- Magic School Bus - *http://www.scholastic.com/magicschoolbus/home.htm* - activities for children.
- Papajan - *http://abc-read.com/write.html* - ABC's of reading.
- United States Department of Education - *http://www.ed.gov/pubs/CompactforReading/* - materials for families to ensure good reading skills in children. Includes 400 activities for K-3 students.
- United States Department of Education - *http://www.udel.edu/ETL/RWN/Encourage.html* - reading and writing activities.
- United States Department of Education - *http://www.ed.gov/pubs/CompactforReading/tablek.html* - features 100 reading and literacy activities appropriate for kindergartners.
- University of Florida - *http://web.uflib.ufl.edu/cm/africana/children.htm* - African children's literature.

Read-Aloud Mathematics Books

- Alda, Arlene. *Arlene Alda's 123.* Berkeley, CA: Tricycle Press, 1998.
- Baker, Keith. *Quack And Count.* New York: Voyager Books, 2003.
- Chamberlin-Calamar, Pat. *Alaska's 12 Days Of Summer.* N.p.: Pub Group West, 2003.
- Ehlert, Lois. *Fish Eyes: A Book You Can Count On*. New York: Voyager Books, 2001.
- Falwell, Cathryn. *Christmas For 10.* Boston: Houghton Mifflin Co., 1998.
- Geisert, Arthur. *Pigs From 1 To 10.* Boston: Houghton Mifflin Co., 2002.

Resources for Children

- Krebs, Laurie. *We All Went On Safari: A Counting Journey Through Tanzania.* Cambridge, MA: Barefoot Books, 2004.
- Lavis, Steve. *Cock-A-Doodle-Doo!: A Farmyard Counting Book.* N.p.: Ragged Bears USA, 2001.
- Murphy, Stuart J. *Missing Mittens.* New York: HarperCollins, 2001.
- Murphy, Stuart J. *House For Birdie.* New York: HarperCollins, 2004.
- Rathmann, Peggy. *10 Minutes Till Bedtime.* New York: Penguin Group, 2001.
- Schulman, Janet. *Countdown To Spring!: An Animal Counting Book.* New York: Random House, 2004.
- Simmons, Jane. *Come Along, Daisy!* New York: Little, Brown, 2003.
- Stickland, Paul. *Ten Terrible Dinosaurs.* New York: Penguin Group, 2000.
- Van Rynbach, Iris. *Five Little Pumpkins.* New York: HarperCollins, 2003.
- Wells, Rosemary. *Adding It Up: Based on Timothy Goes to School and Other Stories.* New York: Penguin Group, 2001.
- Wells, Rosemary. *How Many? How Much?* New York: Penguin Group, 2004.
- Wormell, Christopher. *Number Of Animals.* N.p.: Creative Paperbakcs, 2003.

Recommended Mathematics Websites

- Education by Design Kids Activities — ***http://www.edbydesign.com/kidsact.html*** — Online activities for kids, including a Pokemon scrambler, math games, and a place to publish stories, jokes, and poems.
- Everyday Mathematics — ***http://www.everydaymath.com*** — Games and activities to build math knowledge.
- Kids Math Syvum Book — ***http://www.syvum.com/math/arithmetic/level1.html*** — Arithmetic problems and math exercises for kids.
- Math Cats Magic Chalkboard — ***http://www.mathcats.com/*** — Math art gallery and lots of interactive math activities, including magic squares, conversions, seasonal surveys, symmetry, tessellations, geometric designs, and games.

Resources for Children

- Math Is Fun — *http://www.mathisfun.com/* — Math games and activities you can play with your child to help in understanding numbers and math concepts.
- Quia Mathematics Activities — *http://quia.com/dir/math* — Activities to practice addition, subtraction, multiplication, division, and rounding.
- Teach R Kids Math — *http://www.teachrkids.com/* — Math for elementary school kids.
- United States Department of Education — *http://www.ed.gov/parents/academic/help/math/index.html* — Fun activities to strengthen math skills and build a positive attitude toward math.

Read-Aloud Science Books

- Allen, Judy. *Are You a Ladybug?* New York: Larousse Kingfisher Chambers, 2003.
- Allen, Judy. *Are You a Snail?* New York: Larousse Kingfisher Chambers, 2003.
- Allen, Judy. *Are You an Ant?* New York: Larousse Kingfisher Chambers, 2004.
- Blackstone, Stella. *Bear in Sunshine.* Cambridge, MA: Barefoot Books, 2001.
- Freedman, Claire. *Gooseberry Goose.* Wilton, CT: Tiger Tales Books, 2004.
- Glaser, Linda. *It's Summer!* Minneapolis, MN: Millbrook Press, 2003.
- Himmelman, John. *Frog in a Bog.* Watertown, MA: Charlesbridge Publishing, 2004.
- Himmelman, John. *Mouse in a Meadow.* Watertown, MA: Charlesbridge Publishing, 2005.
- Keller, Holly. *Farfallina & Marcel.* New York: HarperTrophy, 2002.
- Milich, Zoran. *City Signs.* Tonawanda, NY: Kids Can Press, 2002.
- Plourde, Lynn. *Wild Child.* New York: Simon & Schuster, 2003.
- Salat, Cristina. *Peanut's Emergency.* Watertown, MA: Charlesbridge Publishing, 2002.
- Seuling, Barbara. *Winter Lullaby.* New York: Voyager Books, 2002.
- Swanson, Diane. *Animals Can Be So Sleepy.* Markham, Ontario: Fitzhenry & Whiteside, 2001.

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- Swinburne, Stephen R. Safe, *Warm, and Snug.* New York: Voyager Books, 2002.
- Swope, Sam. *Gotta Go! Gotta Go!* New York: Sunburst Books, 2004.
- Teague, Mark. *Pigsty.* New York: Scholastic, 2004.

Recommended Science Websites

- About.com The Human Internet - ***http://kidscience.miningco.com/msub15.htm*** - science/nature for kids.
- Canadian Broadcasting Corporation (CBC) - ***http://www.cbc4kids.ca/general/time/default.html*** - time-related links, including cultural calendars, what happened today in history, information on the millennium, and TV and radio timelines.
- Discovery Channel - ***http://school.discovery.com/sciencefaircentral/*** - many activities and games on science concepts.
- Disney Family Page - ***http://family.go.com*** Activities, learning opportunities, parenting techniques, and more.
- Early Childhood Math and Science Activities - ***http://members.tripod.com/~Patricia_F/mathscience.html*** - science and math activities for ages 3 to 10.
- National Geographic.com - ***http://www.nationalgeographic.com/kids/index.html*** - games, activities, and articles for children.
- NASA's Space Science Activities for Students - ***http://www.nasa.gov*** - space science activities for elementary students.
- Science Nature for Kids - ***http://kidscience.about.com/cs/theenvironment/*** - ask experts tough questions, and have fun and learn about science at the same time with experiments, projects, and games.
- The Science Spiders - ***http://www.sciencespiders.com/TheScienceSpiders/default.htm*** - science books and activities for children ages 3 to 10.
- Sesame Street - ***www.sesameworkshop.org*** - includes safety tips for kids, family activities, health information, childrenÕs education, and parenting tips.
- United States Department of Education - ***http://www.ed.gov:80/pubs/parents/Science/index.html*** - Helping Your Child Learn Science.

Resources for Children

- United States Department of Education - ***http://www.ed.gov/pubs/parents/Science/Introduction.html*** - ways to help children learn science.
- Yahoo - ***http://www.yahooligans.com/Science_and_Nature/*** - links to science websites for kids.
- 2think.org - ***http://www.2think.org/hycls.shtml*** - Helping your Child Learn Science.

Read-Aloud Social Studies Books

- Ahlberg, Janet, & Ahlber, Allan. *Starting School.* New York: Viking Kestrel, 1988.
- Ashley, Bernard. *Cleversticks.* New York: Crown Publishers, Inc., 1991.
- Baer, Edith. *This Is the Way We Go to School.* New York: Scholastic, Inc., 1994.
- Bang, Molly. *Goose.* New York: Scholastic, Inc., 1996.
- Barton, Byron ***(Reteller)***. *The Little Red Hen.* New York: Harper Collins, 1993.
- Bunting, Eve. *Flower Garden.* San Diego: Harcourt, Brace & Co., 1994.
- Dorros, Arthur. *This Is My House.* New York: Scholastic, Inc., 1992.
- Fanelli, Sara. *My Map Book.* New York: Harper Collins, 1995.
- Feldman, Eve B. *Birthdays!* Celebrating Life Around the World. Mahwah, NJ: Bridgewater Books, 1996.
- Hoberman, Mary Ann. *Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems.* Boston: Little, Brown, & Co., 1991.
- Johnson, Dolores. *What Will Mommy Do While I'm at School?* New York: Macmillan Publishing Co., 1990.
- Lionni, Leo. *It's Mine!* New York: Alfred A. Knopf, 1985.
- Morris, Ann. *The Daddy Book.* Parsippany, NJ: Silver Press, 1996.
- Rotner, Shelley, & Kelly, Sheila M. *Lots of Moms.* New York: Dial Books for Young Readers, 1996.

Resources for Children

- Ryan, Pam Munoz. *One Hundred Is a Family.* New York: Hyperion Books for Children, 1994.
- Serfozo, Mary. *Benjamin Bigfoot.* New York: Margaret McElderry Books, 1993.
- Sweeney, Joan. *Me on the Map.* New York: Crown Publishers, 1996.

Recommended Social Studies Websites

- Early Childhood Social Studies — *http://patricia_f.tripod.com/ssmotor.html* — Large collection of activities to help young children learn about themselves and the world in which they live.
- Explorations 4 Kids — *http://www.gomilpitas.com/homeschooling/explore/activism.htm* — A directory of websites for learning.
- National Geographic — *http://www.nationalgeographic.com/kids/* — Games, contests, articles, and activities.
- National Geographic Xpedition — *http://www.nationalgeographic.com/xpeditions/hall/index.html* — An interactive "museum" that takes children on geography journeys.
- National History Museum: London — *http://www.nhm.ac.uk/interactive/index.html* — Exhibits and activities, as well as research projects, features, and related sites.
- United States Department of Education — *http://www.kidsource.com/kidsource/content/history.html* — Activities to help children age 4 to 11 learn history.
- The Wagon Train — *http://www.siec.k12.in.us/~west/proj/lincoln/* — A picture gallery, an Internet treasure hunt, and class activities.

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- *Department of Defense Education Activity (DoDEA) Content Standards for Mathematics,* January 2000.
- *Department of Defense Education Activity (DoDEA) Content Standards for Science,* 1997.
- *Department of Defense Education Activity (DoDEA) Content Standards for Social Studies,* draft as of March 2000.
- *Helping Your Child Learn Science.* Nancy Paulu and Margery Martin. U.S. Department of Education, June 1991.
- *Mega Skills: How Families Can Help Children Succeed in School and Beyond.* Dorothy Rich. Houghton Mifflin Company, 1988.
- *Parents On Your Side.* Lee Canter and Marlene Canter. Lee Carter and Associates, 1991.
- *Performance Standards, Volume I, Elementary School.* Learning Research and Development Center of the University of Pittsburgh and the National Center on
- *Education and the Economy, 1998. Promoting Your School.* Carolyn Warner. Corwin Press, 1994.
- *Reading and Writing Grade by Grade.* New Standards Primary Literacy Committee. National Center on Education and the Economy and the University of Pittsburgh, 1999.
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- *What Parents Need to Know About Reading and Writing.* National Center on Education and the Economy and the University of Pittsburgh, 2000.

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- "Early Literacy Handbook." LBJ School of Public Affairs. Just for the Kids. ***http://www.just4kids.org/***, accessed 10 September 2001.
- "Helping Your Child Learn Science-Activities at Home." ***http://www.2think.org/home.shtml***, accessed 8 August 2001.
- "Helping Your Child Succeed in School." Dorothy Rich. Kid Source Online. ***http://www.kidsource.com/kidsource/pages/Education.html***, accessed 8 August 2001.
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