

Project WET Connections to the Kindergarten Core Curriculum

AQUA NOTES - Pg 66

Standard I Objective 1 a, d
Objective 2 b, c, d
Objective 3 a

A HOUSE OF SEASONS - Pg 155

Standard I Objective 2 c
Standard III Objective 1 a, b, c

POETIC PRECIPITATION - Pg 182

Standard III Objective 1 a, b, c

STREAM SENSE - Pg 191

Standard I Objective 2 c

THE THUNDERSTORM – Pg 196

Standard I Objective 3 c

WATER MESSAGES IN STONE - Pg 454

Standard II Objective 3 a, d

<p>Standard I: Students will develop a sense of self.</p>	<p>Objective 1: Describe and practice responsible behaviors for health and safety.</p>	a. Describe proper care of the body.	Aqua Notes – Pg 66 (indirect)
		b. Recognize that food is fuel for the body.	
		c. Recognize signs of physical activity.	
		d. Identify helpful and harmful substances to the body.	Aqua Notes – Pg 66 (indirect)
		e. Recall basic safety.	
	<p>Objective 2: Develop skills in gross and fine motor movement.</p>	a. Participate in regular physical activity that requires exertion.	
		b. Explore a variety of fundamental and manipulative gross motor skills.	
		c. Perform a variety of fine motor skills.	A House of Seasons – Pg 155 Aqua Notes – Pg 66 Stream Sense – Pg 191
		d. Maintain personal space and boundaries while moving.	Aqua Notes – Pg 66
		e. Create and perform simple dance movements that express who one is, knowledge of the body, feelings, senses and ideas in time and space.	
	<p>Objective 3: Develop and use skills to communicate ideas, information, and feelings.</p>	a. Identify and express ideas, information, and feelings in a variety of ways.	Aqua Notes - Pg 66
		b. Recognize similar colors as being members of the family of reds, blues, and yellows and shapes as being similar to squares, circles, and triangles.	
		c. Describe sounds in terms of dynamics, pitch, and timbre.	
d. Develop competency in beat accuracy and respond to an understanding of beat as a life force through moving, singing, chanting, or playing instruments.			

Standard II: Students will develop a sense of self in relation to families and community.	Objective 1: Describe factors that influence relationships with family and friends.	a. Identify ways that individuals are alike and different.	
		b. Identify contributions of family members	
		c. Describe how children change over time.	
		d. Identify behaviors to initiate play and develop friendships.	
		e. Demonstrate positive interactions with peers and adults.	
	Objective 2: Identify important aspects of community and culture that strengthens relationships.	a. Recognize and follow family and classroom rules.	
		b. Describe the school community.	
		c. Describe resources in the community.	
		d. Describe cultural traditions in family and community.	
		e. Recognize national symbols and recite the Pledge of Allegiance.	
	Objective 3: Express relationships in a variety of ways.	a. Recognize traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.	Water Messages in Stone – Pg 454
		b. Develop skills in storytelling through moving the body and making sounds when pretending to be characters in a familiar story.	
		c. Create and perform/exhibit dances, visual art, music, and dramatic stories from various cultures.	Water Messages in Stone – Pg 454

Standard III: Students will develop an understanding of their environment.	Objective 1: Investigate changes in the seasons.	a. Identify the seasons and represent each with pictures and songs.	Poetic Precipitation – Pg 182 A House of Seasons – Pg 155
		b. Observe and describe typical weather for each of the seasons.	Poetic Precipitation – Pg 182 A House of Seasons – Pg 155
		c. Describe the information each of the five senses provides with the changing of the seasons.	Poetic Precipitation – Pg 182 (indirect) A House of Seasons – Pg 155 (indirect)
		d. Observe and describe changes in behavior of animals as the seasons change.	
		e. Describe how people change their behavior as the seasons change.	A House of Seasons – Pg 155
	Objective 2: Observe and describe animals in the local environment.	a. Observe, describe, draw, and compare familiar animals.	
		b. Describe how young animals are different from adult animals.	
		c. Describe how animals care for their young.	
		d. Observe and imitate the sounds and movements of animals with songs, dances, and storytelling.	
		e. Distinguish between real and make believe animal behaviors.	
	Objective 3: Recognize symbols and models used to represent features of the environment.	a. Recognize that maps and globes are symbols for actual places.	
		b. Identify items on a map of the classroom.	
		c. Explore basic map and globe directions and characteristics.	
		d. Make representations of things observed in the environment.	