



needs are demonstrated by children:

- staying awake except during nap time;
- wearing clothing appropriate to the weather;
- having an overall clean appearance;
- exhibiting energy typical of the age.

## 2. Shows interest in health issues. \*8

Five-year-olds show awareness of many health issues, especially when these relate to their own experiences. Although they still need reminders to follow good health practices, they are beginning to understand the rationale for these practices. Children show their awareness of these issues by:

- washing hands after toileting/before eating;
- covering mouth/nose when coughing/sneezing;
- naming healthy snacks/foods;
- wearing sunscreen;
- discussing roles of health care professionals in keeping people healthy;
- understanding that there are "good" and "bad" drugs.

## 3. Shows interest in safety issues. \*8

Five-year-olds show awareness of many safety issues. At this age, children are most interested in these issues when they relate to their own experiences. Although they still need reminders to follow safety rules, they are beginning to understand the rationale for these rules.

Examples include:

- knowing to call 911 in an emergency;
- discussing traffic safety rules as they engage in

- dramatic play or build roads and cities out of blocks;
- telling a friend not to run in front of the school bus or a car;
- discussing safety rules when on a class trip, such as waiting behind a leader before crossing a street;
- understanding why fire drills are important;
- knowing not to go with strangers;
- looking both ways before crossing streets;
- remembering to put on their seat belts when going home in a car;
- understanding the difference between "good touch and bad touch."

## 4. Performs self care tasks competently. (PE.B.1.1) \*8

Five-year-olds are quite competent about taking care of their own physical needs and often help classmates who are struggling with buttons and laces. They take pride in their skills and will often practice zipping jackets and tying bows just for the pleasure of doing it. They demonstrate competence by:

- taking care of their own toilet needs, asking for help with suspenders or other complicated clothing;
- putting on their own outdoor clothing with very little help and few reminders;
- pouring juice easily and without spills for snack or lunch;
- cleaning up art projects or other messy activities with relative skill;
- keeping track of their personal belongings and taking responsibility for keeping them safe;
- spreading peanut butter and doing other simple tasks with food.

### \* Statutory Checklist Items:

8. The child's self-help skills.

### Sunshine State Standards Alignment

PE.B.1.1

The student achieves and maintains a health-enhancing level of physical fitness.

## A. EAGERNESS & CURIOSITY

### 1. Shows eagerness and curiosity as a learner. \*13

Five-year-olds are curious, active learners, who are excited about their environment and the wide variety of materials available to them in school. They enjoy using realistic props in dramatic play and experimenting with different artistic media. They are fascinated by audiovisual media and by technology, and can become very insistent when they have strong ideas about what they want to do. Examples include:

- showing interest in and asking questions about stories and events related by other children;
- using play and a variety of different media to process new ideas and represent knowledge;
- demonstrating the meaning of "sinking" and "floating" by acting out how the rubber duck floats and the paper clip sinks;
- asking how the caterpillar can live in the cocoon with no food or water;
- using a computerized painting program to depict their houses and yards;
- acting out how angry their own mother was when the car broke down, while telling the story to the teacher.

\* **Statutory Checklist Items:**

- 7. The child's ability to cope with challenges.
- 11. The child's problem-solving skills.

## B. PERSISTENCE

### 1. Sustains attention to a task, persisting even after encountering difficulty. \*7,11,13

Five-year-olds can attend to open-ended tasks they have chosen for reasonably long periods of time (20-30 minutes). However, it is more difficult for them to concentrate on tasks they have not selected or activities that require skills beyond their current abilities. When engaged in challenging tasks, they may need encouragement to continue. They are beginning to understand that making mistakes is an important part of learning and acquiring new skills. Some examples include:

- making several attempts at solving a problem (for example, trying different ways to attach tape when building a 3-D collage);
- remembering on a day-to-day basis to maintain long-term projects (such as watering seeds regularly, recording daily plant growth on a chart, reading the thermometer and recording temperatures regularly);
- continuing projects from one day to the next, such as working on a clay sculpture for several days or creating pictures for a storybook;
- watching the new class gerbil eat and play on the wheel in the cage for most of choice time;

- counting the blocks with the teacher as she helps rearrange them to make it easier for the big truck to park in the block garage.

- communicating frustration in an acceptable way after failing to accomplish a task;
- creating something new on their own (for example, a pretend camera) by combining several familiar materials (for example, a milk carton and tape).

## C. CREATIVITY/INVENTIVENESS

### 1. Approaches tasks with flexibility and inventiveness. \*11

Five-year-olds are learning how to approach tasks creatively and to attempt more than one way to solve a problem. Trial and error nurtures and encourages their creativity. Some children are reluctant to try new approaches because an unsuccessful outcome may be difficult to accept. After children have tried repeatedly to solve problems, it is important for them to know when and where to get help before they become frustrated. Some examples include:

- attempting several different ways to solve a problem (for example, trying to build a roof over a structure with different types of blocks);
- asking for and accepting suggestions for alternate ways to build a tall tower that will remain standing;
- using table blocks and small vehicles and figures to explain to a friend how they get to school;
- using a drawing program on the computer to illustrate a story;
- using resources to spell words needed to write a sign;
- trying several ways of folding or cutting paper to make a kite or airplane;

**\* Statutory Checklist Items:**

11. The child's problem-solving skills.

**\*Statutory Checklist  
Items:**

3. The child's compliance with rules, limitations, and routines.
8. The child's self-help skills.

## A. SELF CONCEPT

### 1. Demonstrates self-confidence.\*8

Self-awareness and positive self-image emerge through interactions with others and through experiences of being effective. Confident 5-year-olds approach new tasks and situations enthusiastically, recognize and express emotions appropriately, and share information about themselves with others. They display a positive sense of self by:

- rushing into the classroom on Monday to tell their teacher and friends about visiting the science museum over the weekend;
- acknowledging sadness about the loss of a pet;
- providing a simple explanation about their disabilities to able-bodied children;
- expressing delight over their own very tall block structure and wanting others to like it, too;
- entering small groups confident that they will be accepted after observing for a short time;
- suggesting roles for themselves in dramatic play or the block corner.

### 2. Shows initiative and self-direction.\*8

Independence in thinking and action enables children to take responsibility for themselves. Most 5-year-olds can make choices among familiar activities, participate in new experiences, and are willing to take some risks. Children who choose familiar activities repeatedly and are hesitant to venture into new areas need help from adults in order to expand their independence. Some

examples of initiative and independence are:

- finding materials for projects (for example, glue to add their name card to a bar graph);
- eagerly selecting new activities during choice time, such as trying the carpentry table or the computer for the first time;
- assuming classroom chores without being asked (for example, sweeping sand from the floor, helping to clean up spilled juice);
- choosing to work on a social studies project because the activity interests them, rather than because friends are doing it;
- originating projects and working on them without extensive direction from the teacher.

## B. SELF CONTROL

### 1. Follows classroom rules and routines. \*3

Children who are successful within a group know and accept the rules established for that particular group. Five-year-olds are learning this skill and can be quite dogmatic with their peers, insisting on adherence to the rules. They are comfortable when they know the routines and can plan their activities around the daily schedule. Ways that children show this ability are:

- moving their name tags to the "In" column to show their attendance at school;
- putting away the puzzle before starting another activity, or shutting off the tape player before

leaving the listening center;

- remembering to wash hands before a cooking project;
- bringing a book with a torn page over to the book repair box;
- knowing that only three people can be at the computer at one time and writing their names on the waiting list to reserve a spot;
- recognizing that because it is almost time for snack, there is only enough time to build a small addition to their block structure.

### 2. Uses classroom materials purposefully and respectfully. \*3

One of the major challenges of school for 5-year-olds is learning how to care for classroom materials. In school, a child learns how to use materials thoughtfully (so the materials continue to be available for others) and how to put things away so that others can easily find them. Examples include:

- using materials and equipment without breaking or destroying them;
- using materials with intention, such as playing the piano with a song in mind, not just pounding;
- hanging dress-up clothes on their proper hooks;
- using scissors appropriately for cutting, and then putting them back in their assigned place;
- keeping the sand inside the sand table;
- taking out the building blocks to create a structure rather than just emptying the shelves;
- asking for tape to repair a torn page in a book and

#### \* Statutory Checklist Items:

3. The child's compliance with rules, limitations, and routines.
6. The child's interactions with peers.
7. The child's ability to cope with challenges.



- relating events and anecdotes to the teacher with ease and comfort;
- seeking help from a teacher when needed;
- interacting easily with other adults in the school, such as the custodian, the lunchroom monitor, or the crossing guard;
- expressing curiosity about a new adult in the classroom by asking questions about who she is or why she is there;
- following directions given by a parent volunteer about when to get off the bus during a field trip.

### 3. Participates in the group life of the class.\*3

Five-year-olds show a sense of community by contributing ideas, taking responsibility for events in the classroom, sharing knowledge of classroom routines and procedures, and following rules in group games and activities. They can usually follow group expectations, especially if they have had previous school experience. Five-year-olds show their understanding of group life by:

- taking part in group activities, such as circle, music, or story time;
- being part of the audience as well as an active participant in group events;
- pitching in to clean up the block area, even though they didn't work there today;
- following the rules for simple card games (Go Fish or Concentration) and guessing games (I Spy);
- hunting through toy containers to find the lost

marker caps;

- offering to show a new classmate where to hang up coats;
- waiting for turns.

### 4. Shows empathy and caring for others.\*6

Learning to recognize the feelings of others is an important life skill. Although some children express care and understanding for others' feelings almost naturally, other children need guidance and support from teachers to acquire these skills. Examples include:

- displaying concern about a friend's sister who is in the hospital;
- being concerned and wanting to help when a classmate falls and hurts her/himself;
- showing concern for a friend who has been excluded from a game or dramatic play;
- trying to help when a classmate's block structure has fallen;
- helping a friend find a lost toy;
- carrying something for a child who is using crutches;
- showing a new student around the room and telling her about center activities, rules and routines;
- sharing a friend's excitement about going to a baseball game.

## D. SOCIAL PROBLEM SOLVING

### 1. Seeks adult help when needed to resolve conflicts.\*7,8,9

An initial step in conflict resolution is recognizing when there is a conflict and getting help to solve it. Communi-

#### \* Statutory Checklist Items:

6. The child's interactions with peers.
7. The child's ability to cope with challenges.
8. The child's self-help skills.
9. The child's ability to express his or her needs.



cating and using varied strategies to resolve conflicts (for example, "fair trades" or taking turns by mutual agreement) are emerging skills for 5-year-olds. They still need adult support and modeling to use words to solve problems, suggest possible solutions, and participate in compromise. Children show they are learning these skills by:

- asking for help when a second child wants to use the same blocks;
- using words suggested by an adult to settle conflicts;
- asking the teacher to set the timer so each person will know how long he or she can use the computer;
- negotiating with another child to divide the markers and determine how many each will use;
- settling a dispute with another child through negotiation, addressing their own rights as well as accommodating the other child's needs (for example, "I'll use the paste for these 2 pieces of paper and then give it to you.");
- taking turns without pushing or other physical conflict;
- sharing without grabbing;
- using words to express feelings, such as, "I don't like it when you push me.";
- using and accepting compromise when intruded upon (for example, when a new child wants to enter a game already underway, making room for him or her during an appropriate break).

**\* Statutory Checklist Items:**

- 10. The child's verbal communication skills.
- 12. The child's following of verbal directions.
- 15. The child's paying attention to stories.

**Sunshine State Standards Alignment**

- LA.A.2.1  
The student constructs meaning from a wide range of texts.
- LA.C.1.1  
The student uses listening strategies effectively.
- LA.C.3.1  
The student uses speaking strategies effectively.

## A. LISTENING

### 1. Listens for meaning in discussions and conversations. (LA.A.2.1) \*15

Young children are actively involved in learning about their world by watching and listening. At 5 years, children can listen for meaning in such different situations as one-on-one conversations with children or adults, small and large group activities, story times, and videos. They demonstrate their attentiveness through body language, eye contact, and active participation. They show their understanding by asking questions, making comments relevant to the topic, and reacting appropriately to what is heard. Children demonstrate their listening skills by:

- using information from a story about transportation to create a city in the block area;
- asking a question to clarify their understanding of a video about bears;
- recognizing the intent behind the words of peers, such as an apology given for causing an accident;
- showing understanding during a group discussion through body language (leaning forward) or facial expressions (a frown or a smile);
- understanding the message or story expressed in a book, audiotape, or CD-ROM video.

### 2. Follows directions that involve a series of actions. (LA.C.1.1) \*12

Five-year-olds can follow 3-step directions immediately

after they hear them, but sometimes forget instructions over time or become distracted before they can complete a longer series of actions. The ability to focus and remember is important for school success. Children demonstrate their growing ability to follow directions by:

- understanding teacher directions given to the class without needing to ask the teacher to repeat what to do;
- leaving the classroom earlier than other children to deliver a message to the school secretary and then meeting the class at the door to the playground;
- remembering instructions given earlier (for example, remembering to go to the circle area after snack today rather than to the usual quiet reading area);
- relating a set of instructions to a classmate;
- following a set of instructions without reminders (for example, going out to recess without forgetting any steps in the routine).

## B. SPEAKING

### 1. Speaks clearly and conveys ideas effectively. (LA.C.3.1) \*10

At 5, most children's speech is easily understood by listeners. During kindergarten, children begin to understand how to express their ideas coherently in group discussions as well as in one-to-one conversations.

They speak loudly enough to be heard by their listeners. Their sentences become longer and more complex as their language becomes richer and more detailed.

Children show emergent skills in this area by:

- retelling the morning events in more than short phrases;
- initiating conversations with peers about what they did over the weekend;
- participating actively in discussions at circle time;
- asking "how" and "why" questions in sentence form rather than by using only a word or 2;
- participating in conversations around the snack table or on the playground, speaking loudly enough to be heard by the group;
- relaying a message from the teacher to the school nurse.

### 2. Uses expanded vocabulary and language for a variety of purposes. (LA.D.2.1) \*14

During kindergarten, children's expanding vocabularies provide them with a larger knowledge base that will assist them as they begin to read. They are acquiring words to name or describe many different things, and they are refining their social use of language by initiating conversations, taking turns in group discussions, and asking questions and making comments related to topics being discussed. Five-year-olds continue to use language for many purposes, such as playing with the sounds of language, reciting poems and rhymes, giving directions, explaining events, describing objects, and asking questions. Examples include:

#### \* Statutory Checklist Items:

14. The child's interest in books and other printed materials.

#### Sunshine State Standards Alignment

LA.D.2.1

The student understands the power of language.

LA.E.1.1

The student understands the common features of a variety of literary forms.





understand that letters stand for sounds, and associate the correct sound with many letters. They begin to sound out simple words and can develop a limited sight vocabulary. Five-year-olds demonstrate these skills by:

- picking out their names on classroom lists and beginning to recognize their friends' names;
- occasionally sounding out simple words as they write in journals or make captions for pictures;
- pointing out the letter "k" in the sign for the kitchen;
- recognizing familiar words on the cover of a favorite book;
- developing a personal list of words they are able to recognize on sight;
- attempting to write a friend's name by writing "Ti" and then asking the teacher what letter makes the /m/ sound;
- beginning to "read" a favorite book using the pictures as cues and gradually recognizing words that are repeated in the text;
- recognizing the letters on a keyboard;
- using letter and picture cues to sound out simple words in familiar stories;
- beginning to recognize key words and symbols on the computer when playing games.

## 5. Comprehends and responds to fiction and informational text read aloud. (LA.E.2.1) \*15

Kindergartners expand their vocabulary and general background knowledge as they listen to fiction and non-fiction texts read aloud. They demonstrate their

understanding of what they hear by answering questions about the text, predicting what will happen next using pictures and content for guides, and retelling information from a story in sequence, adding more details and story elements over time. After children comprehend a text, they begin to relate their own experiences to what they have read. Examples include:

- looking at pictures in a book and predicting what will happen next;
- participating with other children in a puppet show that dramatizes a story recently read to them;
- putting an earthworm back on the ground after showing it to the teacher and saying, "The book says to put it back where we found it so it won't die.";
- recalling events in a story and beginning to add ways in which the story relates to their own experiences;
- answering questions and adding their own comments about a story as it is being read;
- predicting what will happen to characters in a story based on the characters' actions thus far;
- guessing book or story content from the book's title and cover;
- retelling a story in sequential order (beginning, middle, and end);
- comparing books they are familiar with to a new story they are listening to;
- drawing or painting pictures about a character or event from one of their favorite stories;

### \*Statutory Checklist Items:

- 10. The child's verbal communication skills.
- 17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

### Sunshine State Standards Alignment

- LA.B.1.1  
The student uses the writing processes effectively.
- LA.B.2.1  
The student writes to communicate ideas and information effectively.

- thinking about the intent of a character in a story (for example, why Horton sat on the egg).

## D. WRITING

### 1. Represents stories through pictures, dictation, and play. (LA.B.1.1) \*10

Many 5-year-olds understand that words represent things, ideas, and events, and that letters make up words. They enjoy telling and "writing" stories. Long before they use conventional forms of writing, they willingly describe their drawings, use drawings to tell stories with a beginning, middle and end, and represent stories as they play. They can focus on an idea for a story and make a simple plan for expressing it. Examples include:

- dramatizing a story about a mother and her children in the dramatic play area;
- dictating a story to the teacher about the class trip to the farm;
- sharing their drawing of a monster with a friend;
- building a city with small blocks and using pretend people to act out stories in the city;
- drawing the caterpillar from *The Very Hungry Caterpillar*, and adding more details after talking about it with their teacher.

### 2. Uses letter-like shapes, symbols, letters, and words to convey meaning. (LA.B.2.1) \*17

As children begin to understand that writing

communicates a message, they become motivated to produce words, even if they do not possess conventional writing and spelling skills. They begin by using drawings to convey ideas, adding letters or words randomly. With experience, they begin to form words by using letters from their names, copying words, approaching others for help, sounding out words using letter-sound associations, and using invented or temporary spelling. By the end of kindergarten, many children can write most upper- and lowercase letters and know the conventional spelling for some words. Examples include:

- making marks that resemble letters, starting at the top left of the paper and moving from left to right and top to bottom;
- writing labels, notes, and captions for illustrations;
- drawing a picture of a computer in their journal and using invented spelling to write "I LK CMPTRS";
- using invented spelling to form words with initial and final consonants;
- keeping a list of the words they know how to spell;
- checking the label in the block area to see how to write the word "block" in their journals;
- spontaneously writing the alphabet and showing it to the teacher saying, "See, here are my letters.";
- sounding out a word to write in their journals with the teacher's help;
- writing their name on their artwork.

#### \* Statutory Checklist Items:

17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

#### Sunshine State Standards Alignment

LA.B.2.1

The student writes to communicate ideas and information effectively.

### 3. Understands purposes for writing. (LA.B.2.1)

Children begin to understand the power of written words when they see that messages, such as "Please Leave Standing" on a sign in front of a block structure, have an impact. Over time, they recognize that there are different types of writing (stories, signs, letters, lists) with different purposes. Children's understanding of writing as a symbolic form of communication that conveys messages motivates them to write on their own.

Children exhibit this understanding by:

- realizing that a caption created for a picture or painting can tell a story about the image;
- making a sign, such as "Hospital" or "Shoe Store" for the dramatic play area;
- copying words to convey messages (for example, "Stop" or "Go");
- recognizing that putting their names on a product signifies that it was done by them;
- making lists of "things I like to do" or "favorite songs";
- copying a note to take home;
- asking about the various signs used in the classroom (the "Exit" sign or the word "fish" on the fish tank).

*Note: This domain encompasses a variety of ways that children think about and understand the world around them. It addresses competencies related to the areas of mathematical thinking, scientific thinking, and social thinking. In addition, children's approaches to the arts are addressed in this domain.*

## SUBDOMAIN V.A.: MATHEMATICAL THINKING

### A. MATHEMATICAL PROCESSES

#### 1. Shows interest in solving mathematical problems. (MA.A.1.1) \*17

Solving real-life problems helps children make connections among the math they are learning at school, other parts of their lives, and other types of learning. Problem-solving involves posing questions, trying different strategies, and explaining one's thinking by stating reasons a particular strategy worked. Young children solve problems and explain their reasoning by working with concrete objects, drawing pictures, or acting out solutions. They show this emerging skill by:

- asking questions to clarify problems (for example, "Will the new rabbit cage be big enough for all the baby bunnies?");
- solving problems by guessing and checking, using concrete objects (such as figuring out how many apples are needed for snack if each child is served half an apple);
- estimating whether there are enough blocks to build a road from here to there, and then testing the

#### \* Statutory Checklist Items:

17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

#### Sunshine State Standards Alignment

MA.A.1.1

The student understands the different ways numbers are represented and used in the real world.

- guess by building the road;
- playing computer games that involve problem-solving or elementary mathematical concepts;
- saying, "I gave Sammy one of my cookies because I had three and he had one. Now we have the same, two and two!";
- figuring out if there are enough cookies for each child to have one.

## 2. Uses words to describe mathematical ideas.

### (MA.A.1.1) \*17

School provides kindergarten children with many opportunities to communicate mathematical ideas. When teachers ask children to describe how they know the number of crackers needed at the snack table, they encourage children to attach language to mathematical thinking. Five-year-olds represent their thinking by using objects, fingers, drawings, bodies, and occasionally, symbols. These representations help children retain information and allow children to reflect on their own problem-solving strategies. Examples include:

- explaining that they chose a puzzle piece because its shape matched the other shape;
- telling a friend or teacher that they have just built the tallest block structure in the school;
- explaining that they put all the long sticks in one box and all the short sticks in another box;
- using quantity and size words ("more," "less," "larger," "smaller," "wider," "narrower," "thinner,"

"thicker") as they play during choice time;

- drawing a picture of a Lego structure they made so they can rebuild it the next day;
- identifying geometric shapes in the world around them (for example, after a neighborhood walk, commenting that all the windows in the houses were "rectangles");
- telling a friend at the art table how they made a picture of a house out of shapes;
- asking for a bigger container at the sand table because they want to make a larger building or move more sand.

## B. PATTERNS, RELATIONSHIPS, AND FUNCTIONS

### 1. Recognizes patterns and duplicates or extends them. \*17

Patterns are a critical component of the foundation of mathematical thinking. Five-year-olds can recognize, create, copy, and extend simple patterns using concrete objects, sounds, and physical movements. They can describe a pattern, recognize patterns in the environment, and use a pattern to predict what comes next. Many kindergartners can begin to use letters and numbers to describe an existing pattern (an ABA pattern is the same as a 121 pattern) and recognize patterns in a counting sequence (2, 4, 6, 8). They begin to understand patterns by:

- seeing the pattern in a string of beads and

#### \* Statutory Checklist Items:

17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.





Examples include:

- explaining that there are 17 people in the circle today, after counting them aloud with their classmates;
- associating the correct numeral with sets of up to 10 objects;
- continuing counting pennies to 10 after a friend stopped at 6 ("...7, 8, 9, 10");
- adding five red blocks to four blue blocks and noting that there are nine blocks in all;
- counting backwards from 10 verbally;
- announcing that the number of counted bears hasn't changed, whether the bears are in a line or grouped in a circle or whether they are counted from the left or the right;
- representing numerals with the correct number of objects;
- naming correctly the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> child in line;
- using number words to show understanding of the common numerical property among nine children, nine cups, nine trucks, and nine blocks;
- using a calendar to count the number of days until a class trip.

## 2. Begins to understand relationships between quantities. (MA.A.3.1) \*17

Five-year-olds begin to explore the relationships of one quantity to another. They can compare two sets with up to 10 objects and use such vocabulary as "more," "less," "equal," or "the same number as" to describe them.

They are beginning to understand how quantity changes when they combine sets to make larger ones or decrease the size of sets by removing items. Some kindergartners begin to make realistic guesses about small quantities and show initial awareness of fractional parts (halves, quarters) using concrete objects. Examples include:

- counting two groups of blocks, noting whether one group has more, less, or the same number of blocks as the other;
- recognizing that five large objects are the same as five small objects in terms of number;
- investigating strategies for creating different quantities (for example, by working with red and blue cubes to learn that seven can be made up of two red cubes and five blue cubes or three blue cubes and four red cubes, etc.);
- knowing that five is closer to one than it is to 20;
- agreeing to share cookies with a friend and commenting, "I have half of a sugar cookie and half of a peanut butter cookie.";
- understanding that a group of objects (up to 10) is smaller after "we take away two objects from the original group";
- suggesting to a friend that they each take half of the long rectangular blocks so they each can make a road;
- placing eight blocks in a group, adding two, giving the sum, and explaining that the group is larger

### \* Statutory Checklist Items:

17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

### Sunshine State Standards Alignment

MA.C.1.1

The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.



\* **Statutory Checklist Items:**

17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

**Sunshine State Standards Alignment**

MA.B.2.1  
The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

MA.B.3.1  
The student estimates measurements in real-world problem situations.

MA.B.4.1  
The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

- block;
- using direction, location, and position words spontaneously as they participate in play activities.

## E. MEASUREMENT

### 1. Orders, compares, and describes objects by size, length, capacity, and weight.

Five-year-olds are very interested in ordering and comparing objects (for example, "You have more ice cream than I do."). They start by being able to order only four or five objects, and gradually increase to 8 or 10. Many children begin to differentiate among size, length, and weight and use appropriate terms to describe each attribute. These direct comparisons of length, volume, and weight form the foundation for more complex measuring activities. Examples include:

- saying one child's bucket holds more sand than another's;
- noticing that one child is taller than another;
- arranging six or seven rods from shortest to longest, left- to-right, top to bottom, or bottom to top;
- using measurement words in the block corner, at the sand table, or when exploring with Cuisenaire rods;
- identifying the first, second, and third shape in a necklace, regardless of the orientation of the necklace (that is, left to right, right to left, top to bottom, bottom to top);
- making a display of several stones, arranged from

smallest to largest;

- using a string or paper strip to compare the length of two objects;
- commenting that the outside door is heavier than the classroom door.

### 2. Estimates and measures using non-standard and standard units. (MA.B.2.1) \*17

When children begin to measure objects, they first select a unit of measurement, compare that unit to the object, and count the number of units required to represent the object. Five-year-olds spontaneously use such units as a foot, hand span, paper clip, or block to measure objects. They explore estimation with length, size, and volume. Examples include:

- guessing whether or not a container they have selected is big enough to hold all their marbles;
- estimating that a bird's nest weighs the same as five counting bears;
- measuring the length of a table by connecting cubes;
- stating that the road they just built is seven unit blocks long;
- using a common measuring stick to compare how long or tall things are.

### 3. Shows interest in common instruments for measuring. (MA.B.3.1) \*17

Children are interested in the tools and instruments used by adults, although they are just beginning to



# Cognitive Development & General Knowledge 5-Year-Olds

## \* Statutory Checklist Items:

- 11. The child's problem-solving skills.
- 13. The child's demonstration of curiosity, persistence, and exploratory behavior.

## Sunshine State Standards Alignment

SC.H.1.1

The student uses the scientific processes and habits of mind to solve problems.

SC.H.2.1

The student understands that most natural events occur in comprehensible, consistent patterns.

- seven children take the bus and six are walkers;
- setting up a chart in the block area to record who chooses to use blocks each day;
- listing the foods given to the hamster regularly, then discussing how often the hamster ate each type of food;
- predicting that seven children will buy lunch tomorrow, after looking at the graph showing which children brought or bought lunch last week;
- posting a large thermometer outside the classroom window and charting the rise and fall of the temperature each day at the same time;
- taking polls of children's favorite school activities or the colors of socks they are wearing and charting the results with teacher help.

## SUBDOMAIN V.B.: SCIENTIFIC THINKING

### A. INQUIRY. (SC.A.H.1)

#### 1. Seeks information through observation, exploration, and descriptive investigations. (SC.H.1.1)\*13

Five-year-olds' natural curiosity about their world frequently leads them to ask, "Why?" As questions are raised, kindergartners seek answers primarily through exploration, manipulation, and careful observation using their senses. After observing, children need adult help to organize their observations into thoughts that will assist them in making further discoveries. They enjoy the

challenge of sorting objects, making comparisons, seeing patterns in nature, and noticing differences and similarities. Examples include:

- becoming more accurate and precise when reporting observations (for example, counting the number of ridges on a shell or trying to use all senses when observing);
- working with wheeled vehicles, slopes and differently-shaped objects to find out how they move;
- figuring out ways, with teacher help, to investigate phenomena they have observed, such as plants growing, the effect of pollution, or change in the seasons;
- pointing out that bubbles move up through a tube of water and some move faster than others;
- exploring the way that corn meal in the sand table feels on their hands by describing its texture and how it flows;
- inspecting the bird's nest carefully and wondering about how it was constructed.

#### 2. Uses simple tools and equipment to extend the senses and gather data. (SC.H.1.1) \*13

Although kindergartners begin to observe using their five senses, they are very intrigued with tools that extend the power of their senses and that they associate with grown-up activities. Scientific tools include magnifiers, gears and pulleys, calculators and computers, and simple balance scales and rulers. With regular use of a variety of tools, young children begin to



in state from solid to liquid to gas. Examples include:

- describing the differences between ice and water;
- taking apart a flashlight to see what is inside;
- exploring absorption as they try a variety of different materials (paper towel, a piece of cotton cloth netting, wax paper) in shallow dishes of water to see which absorbs more water;
- creating ramps made of blocks and running various sizes of cars down the ramps to see if some cars go faster than others;
- experimenting with objects to discover what sinks and what floats, keeping track of what they learn with check marks on a chart the teacher has placed nearby for this purpose;
- discussing with a friend in the house area what keys are made of, tapping keys and other objects against different surfaces, and comparing their composition;
- comparing different textures of materials used for collage.

## C. LIFE SCIENCE

### 1. Observes and describes characteristics, basic needs, and life cycles of living things. (SC.F.1.1) \*13

By studying plants and animals, kindergarten children begin to differentiate living and non-living things. Five-year-olds can investigate the physical characteristics, basic needs, ways of moving, habitats, growth patterns, and life cycles of plants and animals common to their local area. They begin to learn about the relationships

between animals and plants and the environments in which they live. Examples include:

- noting the different ways that insects move (for example, by crawling, hopping, and flying);
- smelling flowers and commenting on their odors;
- drawing a picture of a corn plant and labeling the roots, stem, and leaves;
- using the proper names for animal offspring (for example, "colt" rather than "baby horse") and matching animal offspring to their parents;
- classifying leaves collected on a nature walk according to their shape and color;
- sorting animal pictures by areas in which they move (land, air, water) and then studying the sorted pictures to determine if they have similar features;
- exploring where animals live by studying caves, nests, and burrows.

## D. EARTH SCIENCE

### 1. Explores and identifies properties of rocks, soil, water, and air. (SC.H.1.1) \*11

In kindergarten, children learn about the composition of the earth and the conservation of its resources. Five-year-olds can learn about the properties of rocks, soil, water, and air. They begin to identify how these materials are used and why it is important for people to use them carefully. Their growing knowledge and skills include:

#### \* Statutory Checklist Items:

11. The child's problem-solving skills.
13. The child's demonstration of curiosity, persistence, and exploratory behavior.

#### Sunshine State Standards Alignment

SC.H.1.1

The student uses the scientific processes and habits of mind to solve problems.



# Cognitive Development & General Knowledge 5-Year-Olds

## \* Statutory Checklist Items:

13. The child's demonstration of curiosity, persistence, and exploratory behavior.

## Sunshine State Standards Alignment

SS.B.2.1

The student understands the interactions of people and the physical environment.

SS.C.1.1

The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

- bringing in a collection of stones and looking at them through a magnifying glass, noting that some of them have lighter streaks and some of them have sparkles;
- checking the plants growing in sandy soil and noticing they are not growing as fast as the plants in other types of soil;
- looking at sand and dirt through a magnifying glass and describing how they are the same and different;
- exploring properties of air by blowing through a straw to spread paint on paper and noticing how the paint moves differently depending on how hard they blow;
- noting differences between wet and dry sand and how each is used in different ways when building sand structures.

## 2. Begins to observe and describe simple seasonal and weather changes. (SC.H.1.1) \*13

As young children learn to observe and experiment with scientific phenomena, they notice change and patterns. Studying the weather, sky, and seasons provides 5-year-olds with concrete examples of nature's patterns and changes. In group activities, kindergarten children can identify, describe, and record daily changes in the weather, noticing wind speed, variations in the sky, air temperature, precipitation, and seasonal patterns of change. Examples include:

- naming the four seasons and realizing that they form a pattern because they repeat;

- noting that a gray sky means it might rain;
- commenting that at night the sun goes away and the moon appears;
- describing and recording the day's weather on a chart, noting temperature and other weather conditions;
- reminding a friend to put on boots for recess, because there is still mud on the playground;
- recognizing the pattern of lightning followed by thunder during a storm;
- telling the teacher about how big and round the moon was last night.

## SUBDOMAIN V.C.: SOCIAL STUDIES

### A. PEOPLE, PAST, AND PRESENT

#### 1. Identifies similarities and differences in people's characteristics, habits, and living patterns. (SS.B.2.1)\*13

Five-year-olds develop self-identity by comparing themselves with others. At first, these comparisons focus on physical characteristics and preferences, but soon extend to recognizing similarities and differences within families or cultural groups. They continue to explore family roles and to examine other families to see how they differ from or are the same as their own. They learn about their classmates' cultures through conversations, dramatic play interactions, and items they bring to

school from home. Examples include:

- exploring physical similarities and differences (such as, everyone has hair, but hair comes in different colors, textures, and lengths);
- exploring the language bilingual children speak at home and learning some words;
- tasting a snack that a classmate from another culture brings to school and exploring its relationship to holidays and other special occasions;
- looking at classmates' family photos and discussing the variety of family structures;
- talking with a classmate about the celebration of a holiday, such as Thanksgiving, Memorial Day, or a special ethnic celebration;
- talking with a child with a hearing impairment to learn what can be heard with or without a hearing aid;
- exploring heights of children in the class, making a chart, and talking about the advantages of being tall or short;
- exploring through dramatic play the varied habits, celebrations, and lifestyles that classmates experience in their homes.

## 2. Demonstrates beginning awareness of state and country. (SS.C.1.1)

In kindergarten, children begin to see themselves within a larger context. Their growing world includes not just their families and neighborhoods, but begins to extend to state and country. They recognize symbols of their own country and begin to develop an understanding of national holidays. They express their growing

knowledge by:

- identifying an American flag while riding the bus to the orange grove;
- explaining to a classmate why we celebrate George Washington's birthday;
- developing an awareness of some characteristics of their own region and, after seeing a snowstorm on television, commenting, "We never have snow where we live.";
- describing the White House as the place where the President lives;
- recognizing national figures who have changed our country (for example, Martin Luther King, Jr.).

## 3. Shows some awareness of time and how the past influences people's lives. (SS.B.2.1)

Kindergartners learn about time by exploring calendar time and sequencing the events in their daily schedules. By reflecting on their own histories, they begin to learn about chronological time. Five-year-olds can use vocabulary related to chronology ("past," "present," "future," "before," "after," "yesterday," "today," "tomorrow"). They are beginning to understand that people in the past lived differently than people do today. Some ways children express this emerging historical understanding include:

- drawing and writing in a journal about a memory from preschool;
- explaining that people long ago used horses to travel because they didn't have cars;

### Sunshine State Standards Alignment

SS.B.2.1

The student understands the interactions of people and the physical environment.



- contributing to a mural about the people in the school and the jobs they do;
- pretending to be their own father or mother going to work outside the home and acting out what they do on their jobs;
- expressing through the arts (dramatic play, music, painting, blocks) the role of a community worker, including descriptions of the tools needed to do the job.

### 3. Begins to be aware of technology and how it affects life. (SS.B.2.1)

Five-year-olds are very interested in the technology that is so much a part of the world around them (television, telephones, vehicles, video games, VCRs, microwave ovens, computers). They can discuss ways in which technology helps people accomplish specific tasks and, with teacher guidance, consider what it must have been like to live without technology in an earlier time.

Examples of how children show an understanding of how technology influences their lives include:

- visiting the bread factory and upon returning to the classroom, recreating the machines they observed using Legos, unit blocks, or Tinker Toys;
- using the class computer to play a math game;
- role playing preparing a family dinner using the kitchen appliances in the dramatic play area;
- using a Polaroid camera to take a photo of their block building;
- beginning to use computers for word processing.

## C. CITIZENSHIP AND GOVERNMENT (SS.C.1.1; SS.C.2.1)

### 1. Demonstrates awareness of the reasons for rules. (SS.C.1.1) \*3

Children's understanding of the reasons for rules and laws comes about as they discuss problems in the classroom and school and participate in making reasonable rules that directly involve them. They demonstrate their understanding of rules and laws by showing such positive citizenship behaviors as sharing, taking turns, following rules, and taking responsibility for classroom jobs. Ways that children reveal their understanding of the need for rules include:

- explaining classroom rules to a classmate;
- helping to set the rules for the number of children playing at the sand table and discussing why the rules were made and what could happen if the rules aren't followed;
- incorporating into their play the reasons for traffic signs and symbols (such as red and green traffic lights, solid and broken highway lines, stop signs) and the role of crossing guards and police officers;
- exploring various family rules ("What are some rules in each family?" "How many families have rules that are like rules in other families?");
- participating in a class meeting to discuss why the blocks did not get cleaned up and brainstorming ways to make sure they get cleaned up in the future;

#### \* Statutory Checklist Items:

3. The child's compliance with rules, limitations, and routines.

#### Sunshine State Standards Alignment

SS.C.1.1

The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

SS.C.2.1

The student understands the role of the citizen in American democracy.



**\* Statutory Checklist Items:**

16. The child's participation in art and music activities.

**Sunshine State Standards Alignment**

VA.A.1.1

The student understands and applies media, techniques, and processes.

MU.A.1.1

The student sings, alone and with others, a varied repertoire of music.

DA.A.1.1

The student identifies and demonstrates movement elements in performing dance.

TH.A.1.1

The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

## 2. Shows beginning awareness of the relationship between people and where they live. (SS.B.2.1)

Five-year-olds are developing an awareness of their local environment. They can describe some physical characteristics (for example, bodies of water, mountains, weather) and some of the human characteristics of their communities (types of shelter, clothing, food, jobs). With repeated exposure to different places, they begin to notice the physical and human characteristics of other places. With teacher guidance and support, they recognize how people can take care of or damage the world around them. Children show this beginning understanding by:

- noticing different types of houses on a walk around the neighborhood;
- commenting that the child in the story about Alaska needed a very warm winter coat;
- painting pictures of what they see out of the classroom window;
- recycling lunch containers and other paper products used during the day and discussing what happens when these waste products are thrown in the trash bins;
- visiting a local pond or lake and talking about what they find, what belongs there, what has been left by people, and whether there should be rules about that behavior.

## SUBDOMAIN V.D.: THE ARTS

### A. EXPRESSION AND REPRESENTATION

#### 1. Uses a variety of art materials to explore and express ideas and emotions. (VA.A.1.1) \*16

Through extensive exploration with art materials, 5-year-olds become confident using a variety of media and enhance their sense of mastery and creativity. Although they are primarily interested in the creative process, they are beginning to become more critical of the products they create. They can express their feelings and ideas through their art work, in addition to expressing them verbally. Examples of exploration and expression with art materials include:

- trying a variety of expressive media (markers, brush and finger painting, printing, collage, play dough, clay);
- drawing or painting the way they feel when they are happy;
- making a book with their own pictures to illustrate a story they dictated;
- using one medium for a period of time to develop greater control and expertise;
- constructing a sculpture from wood pieces, fabric, and foil;
- creating an object or animal with clay.

#### 2. Participates in group music experiences. (MU.A.1.1) \*16

Five-year-olds are able to master simple instruments, such as rhythm sticks, tambourines, or drums. They are interested in the sounds that more complicated



- the skill, humor, or beauty of the drawings;
- identifying the painting they liked best in the art museum and telling why;
- listening with attention and pleasure to a visiting artist, such as a poet, writer, musician, or magician;
- drawing pictures of their favorite character in a play;
- watching as classmates put on a puppet show or perform a dance the class created;
- commenting with enthusiasm on the construction, artwork, or writing that classmates have produced.

## \*Statutory Checklist Items:

2. The child's physical development.
4. The child's ability to perform tasks.

## Sunshine State Standards Alignment

PE.A.1.1

The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

PE.A.2.1

The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.

## A. GROSS MOTOR DEVELOPMENT

### 1. Uses balance and control to perform large motor tasks. (PE.A.1.1) \*2, 4

Five-year-olds are very active, seeming to be in constant motion. For the most part, their movements are under control even though they now move more quickly and with greater agility than in the past. Kindergarten children can run smoothly, hop many times on each foot, and climb up and down stairs using alternating feet. Some ways that children show their growing balance and control include:

- moving through an obstacle course forwards and sideways using a variety of movements with ease;
- stopping and starting movements in response to a signal;
- maintaining balance while bending, twisting, or stretching;
- walking up or down stairs while holding an object in one or both hands;
- carrying a glass of water or juice across the room without spilling it;
- moving confidently around the room, in the halls, and when going up and down stairs.

### 2. Coordinates movements to perform tasks. (PE.A.2.1) \*2, 4

Five-year-olds are busy experimenting with how their bodies move. They are ready to combine various independent skills to accomplish new feats and meet



