

# Kide Science® Standards Correlation

for

## Florida Early Learning and Developmental Standards

Pre-Kindergarten (3-4 year olds)



## Kide Science: About Us.



Our activities are story-based inquiries - creating playful scenarios in your classroom.

**In every single lesson**, children practice crucial scientific-process skills (also known as inquiry skills):

- ✓ Observation
- ✓ Classification
- ✓ Communication
- ✓ Measurement
- ✓ Predication
- ✓ Interpretation
- ✓ Conclusion



Egg-straordinary Nest Building  
How do birds look after their babies?

Engineering Science Arts Mathematics

⌚ 45 min lesson 📏 Easy preparation

In addition to these scientific inquiry skills, each lesson supports many other skills, including technological, social-emotional, linguistic, mathematical and movement skills.

We really are cross-curricular.

See [our other curriculum alignment documents](#) for more details.

## How Kide Science Correlates with the Florida Early Learning and Developmental Standards for 3-4 Year-Olds



In this document we will show you:

1. a summary of the **Florida Early Learning** standards we support:
  - Especially the Scientific Inquiry domain
  - Other domains
2. how we specifically support each of the **Scientific Inquiry standards**, with Kide activities suggested for each
3. suggested activities for all of the **other standards** we support

We have based our correlation upon the *Florida Early Learning and Developmental Standards Birth to Kindergarten (2017)*



### Something missing?

If you have other curriculum requirements, don't hesitate to contact us through [info@kidescience.com](mailto:info@kidescience.com)

## Kide Science and Florida Early Learning and Developmental Standards



See how many of your science standards we support.

The main focus of our program is on developing inquiry skills. We investigate a range of topics in play-based ways. As you can see in the table below, we correlate to a large percentage of the Florida Scientific Inquiry standards, and we also have some lessons to support the rest of the domains.

For specific lesson recommendations, see our more detailed correlation pages later on this document.



| DOMAIN  | We have lesson recommendations for: |
|---|-------------------------------------|
| Scientific Inquiry (domain VI)                          | 95% of the domain                   |
| A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY | 14/14 benchmarks                    |
| B. LIFE SCIENCE   | 10/10 benchmarks                    |
| C. PHYSICAL SCIENCE                                     | 9/9 benchmarks                      |
| D. EARTH AND SPACE SCIENCE                              | 8/10 benchmarks                     |
| E. ENVIRONMENT  | 4/5 benchmarks                      |
| F. ENGINEERING AND TECHNOLOGY                           | 7/7 benchmarks                      |

# Kide Science and Florida Early Learning and Developmental Standards



See how many of your other standards we support!

We develop inquiry skills **across the curriculum**. Therefore, we support the standards for many of the domains, as shown on the following pages. For our specific lesson recommendations, see our standard correlation documents below.

| DOMAINS   | We have lesson recommendations for: |
|---|-------------------------------------|
| <b>I. Physical Development</b>                                  | <b>~ 85% of the domain</b>          |
| A. HEALTH AND WELLBEING   | 7/11 benchmarks                     |
| B. MOTOR DEVELOPMENT  | 19/20 benchmarks                    |
| <b>II. Approaches to Learning</b>                               | <b>100% of the domain</b>           |
| A. EAGERNESS AND CURIOSITY                                      | 2/2 benchmarks                      |
| B. PERSISTENCE  | 2/2 benchmarks                      |
| C. CREATIVITY AND INVENTIVENESS                                 | 2/2 benchmarks                      |
| D. PLANNING AND REFLECTION                                      | 2/2 benchmarks                      |
| <b>III. Social and Emotional Development</b>                    | <b>~ 90% of the domain</b>          |
| A. EMOTIONAL FUNCTIONING  | 4/4 benchmarks                      |
| B. MANAGING EMOTIONS  | 4/4 benchmarks                      |
| C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS | 10/12 benchmarks                    |
| D. SENSE OF IDENTITY AND BELONGING                              | 13/14 benchmarks                    |

# Kide Science and Florida Early Learning and Developmental Standards

| DOMAINS                          | We have lesson recommendations for: |
|----------------------------------|-------------------------------------|
| <b>IV. Language and Literacy</b> | <b>~ 75% of the domain</b>          |
| A. LISTENING AND UNDERSTANDING   | 10/10 benchmarks                    |
| B. SPEAKING                      | 2/2 benchmarks                      |
| C. VOCABULARY                    | 11/11 benchmarks                    |
| D. SENTENCES AND STRUCTURE       | 10/10 benchmarks                    |
| E. CONVERSATION                  | 10/10 benchmarks                    |
| F. EMERGENT READING              | 15/28 benchmarks                    |
| G. EMERGENT WRITING              | 0/4 benchmarks                      |
| <b>V. Mathematical Thinking</b>  | <b>~ 60% of the domain</b>          |
| A. NUMBER SENSE                  | 4/13 standards                      |
| B. NUMBER AND OPERATIONS         | 4/4 standards                       |
| C. PATTERNS                      | 0/5 standards                       |
| D. GEOMETRY                      | 5/7 standards                       |
| E. SPATIAL RELATIONS             | 4/4 standards                       |
| F. MEASUREMENT AND DATA          | 8/9 standards                       |

# Kide Science and Florida Early Learning and Developmental Standards

| DOMAINS                                    | We have lesson recommendations for: |
|--|-------------------------------------|
| VII. Social Studies                        | 70% of the domain                   |
| A. CULTURE                                 | 0/7 standards                       |
| B. INDIVIDUAL DEVELOPMENT AND IDENTITY     | 5/5 standards                       |
| C. INDIVIDUALS AND GROUPS                  | 8/8 standards                       |
| D. SPACES, PLACES AND ENVIRONMENTS         | 10/11 standards                     |
| E. TIME, CONTINUITY AND CHANGE             | 4/4 standards                       |
| F. GOVERNANCE, CIVIC IDEALS AND PRACTICES  | 4/6 standards                       |
| G. ECONOMICS AND RESOURCES                 | 0/4 standards                       |
| H. TECHNOLOGY AND OUR WORLD                | 2/2 standards                       |
| VIII. Creative Expression Through the Arts | ~ 80% of the domain                 |
| A. SENSORY ART EXPERIENCE                  | 2/2 standards                       |
| B. MUSIC                                   | 2/4 standards                       |
| C. CREATIVE MOVEMENT                       | 2/2 standards                       |
| D. IMAGINATIVE AND CREATIVE PLAY           | 2/2 standards                       |
| E. APPRECIATION OF THE ARTS                | 3/4 standards                       |

# Florida PRE-K Lesson recommendations



## Domain VI: Scientific Inquiry

We correlate with 95% of the standards of the **Scientific Inquiry domain** of Florida Standards for Pre-K

We either **support** the specific objectives (✓), or we are **working towards** them (➡). We focus on developing the *fundamental skills* required to achieve the objectives.

| A. Scientific Inquiry Through Exploration and Discovery   |  |  |
|---|--|--|
| 3-4 years (PK)  | 4 years-Kindergarten (PK)  | Kide activity recommendations  |
| 1. Uses senses to explore and understand their social and physical environment  |  |  |
| ✓ a: Begins to identify each of the five senses and how they relate to the sense organs   | ✓ a: Identifies each of the five senses and their relationship to each of the sense organs   | <a href="#">What's Your Superpower?</a><br><a href="#">The Peculiar Party of Mr Hush</a><br><a href="#">Eggy Mystery</a><br><a href="#">Make It Rain (esp. activity C)</a>                       |
| ✓ b: Uses senses to observe and experience objects and environment  | ✓ b: Begins to identify and make observations about what can be learned about the world using each of the five senses  | All lessons  |
| ✓   | ✓ c: Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric) | <a href="#">What's Your Superpower?</a><br><a href="#">Eggy Mystery</a><br><a href="#">Spooky Shadows</a>  |
| 2. Uses tools in scientific inquiry   |  |  |
| ✓ a: Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)            | ✓ a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)  | Many lessons, for example:<br><a href="#">It's Raining</a><br><a href="#">Pi Hiding</a><br><a href="#">Digging up Dinosaurs</a><br><a href="#">Measuring</a><br><a href="#">Breathing Leaves</a> |
| 3. Uses understanding of causal relationships to act on social and physical environments  |  |  |
| ✓ a: Makes simple predictions and reflects on what caused something to happen   | ✓ a: Makes predictions and tests their predictions through experimentation and investigation   | See our <a href="#">prediction</a> bundle  |
| ✓ b: Participates in and discusses simple experiments   | ✓ b: Collects and records data through drawing, writing, dictation and taking photographs (e.g. using tables, charts, drawings, tallies and graphs)                | All lessons, for example:<br><a href="#">Kindergarten of Shape Creatures</a>   |
| ✓ c: Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects) | ✓ c: Begins to form conclusions and construct explanations (e.g., What do the results mean?)   | All lessons, during the conclusion of the activity.<br>Especially:<br><a href="#">Getting Dressed for Autumn</a>   |



# Florida PRE-K Lesson recommendations



## Domain VI: Scientific Inquiry










| A. Scientific Inquiry Through Exploration and Discovery  |  |  |
|--|--|--|
| 3-4 years (PK)   | 4 years-Kindergarten (PK)  | Kide activity recommendations  |
| 3. Uses understanding of causal relationships to act on social and physical environments   |  |  |
|  | d: Shares findings and outcomes of experiments   | All lessons  |
| B. Life Science  |  |  |
| 1. Demonstrates knowledge related to living things and their environments  |  |  |
| a: Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden) | a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow) | <a href="#">Habitat Hunting</a><br><a href="#">Hiding in Plain Sight</a><br><a href="#">A Freezing Surprise</a><br><a href="#">Breathing Leaves</a>  |
| b: Begins to notice the similarities and differences among various living things   | b: Notices the similarities and differences among various living things  | <a href="#">Busy Bees</a><br><a href="#">Habitat Hunting</a><br><a href="#">Hiding in Plain Sight</a><br><a href="#">Breathing Leaves</a><br><a href="#">What Makes a Living Thing?</a>  |
| c: Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)   | c: Understands that all living things grow, change and go through life cycles  | <a href="#">From Seed to Plant</a><br><a href="#">Flowery Business</a><br><a href="#">Egg-straordinary Nest Building</a><br><a href="#">Come Out, Pikkuli</a><br><a href="#">What Makes a Living Thing?</a><br><a href="#">Habitat Hunting</a> |
| d: Explores the differences between living and non-living things   | d: Begins to distinguish between living and non-living things  | <a href="#">What Makes a Living Thing?</a><br><a href="#">What a Machine!</a>  |
| e: Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)  | e: Observes that living things differ with regard to their needs and habitats  | <a href="#">Habitat Hunting</a><br><a href="#">What Makes a Living Thing?</a><br><a href="#">From Seed to Plant</a><br><a href="#">A Freezing Surprise</a><br><a href="#">Caring for a Pet Dog</a>   |



# Florida PRE-K Lesson recommendations



## Domain VI: Scientific Inquiry

| C. Physical Science   |   |   |
|---|---|---|
| 3-4 years (PK)  | 4 years-Kindergarten (PK)   | Kide activity recommendations   |
| 1. Demonstrates knowledge related to physical science   |   |   |
|  a: Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)   |  a: Discusses what makes objects move the way they do and how the movement can be controlled                                       | <a href="#">A Frantic Fall</a><br><a href="#">Power of the Air</a><br><a href="#">Friction on the Slopes</a><br><a href="#">Lift it up!</a><br><a href="#">Carousel</a>   |
|  b: Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)   |  b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens | <a href="#">A Frantic Fall</a><br><a href="#">Friction on the Slopes</a><br><a href="#">Safe Landing</a>  |
|  c: Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)   |  c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)       | Many lessons, for example:<br><a href="#">Floating Problems</a><br><a href="#">Mystical Magnets</a><br><a href="#">Hair Standing on End</a><br><a href="#">Colorful Drawing Book</a>  |
|  d: Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects) |  d: Investigates and describes changing states of matter — liquid, solid and gas   | <a href="#">Hoseli's Instant Sorbet</a><br><a href="#">A Freezing Surprise</a><br><a href="#">Operation Ice Rescue</a><br><a href="#">A Slimy Surprise</a><br><a href="#">Mrs Noblegas's Blob Soup</a><br><a href="#">A Non-Existent Substance?</a> |
|   |  e: Explores the relationship of objects to light (e.g., light and shadows)  | <a href="#">Spooky Shadows</a><br><a href="#">Pi Hiding</a><br><a href="#">A Colorful Arc</a><br><a href="#">Where on Earth are you Hoseli?</a><br><a href="#">Upside Down</a><br><a href="#">Trickster Water</a>                                   |



# Florida PRE-K Lesson recommendations



## Domain VI: Scientific Inquiry

| D. Earth and Space Science  |   |  |
|---|---|--|
| 3-4 years (PK)  | 4 years-Kindergarten (PK)   | Kide activity recommendations  |
| 1. Demonstrates knowledge related to the dynamic properties of earth and sky  |   |  |
| a: Investigates and asks questions about the properties of water using adult- and child-directed activities                     | a: Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)   | <a href="#">Cloudy Skies</a><br><a href="#">Pressure in the Puddle</a><br><a href="#">It's Raining!</a><br><a href="#">Who stole the salt</a><br><a href="#">A Floaty Drink</a><br><a href="#">The Thirsty Robot</a><br><a href="#">Operation Ice Rescue</a><br><a href="#">Hoseli's Instant Sorbet</a><br><a href="#">A Freezing Surprise</a> |
| b: Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities | b: Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells) | <a href="#">Summer Sandcastles</a><br><a href="#">Breathing Leaves</a><br><a href="#">What Makes a Living Thing?</a>   |
| c: Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)                              | c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars  | <a href="#">Cloudy Skies</a><br><a href="#">How do Rainbows Form?</a><br><a href="#">Spooky Shadows</a>  |
| d: Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play      | d: Compares the daytime and night time cycle  | No lessons quite yet!  |
| e: Observes and discusses weather changes day to day  | e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)  | <a href="#">Getting Dressed for Autumn</a><br><a href="#">Summer Sandcastles</a><br><a href="#">Winter Garden</a><br><a href="#">The Great Inventors of the Secret Forest</a><br><br>Lesson bundle:<br><a href="#">Kelvin's Weather Adventure</a>  |



# Florida PRE-K Lesson recommendations



## Domain VI: Scientific Inquiry

| E. Environment   |  |   |
|--|--|---|
| 3-4 years (PK)   | 4 years-Kindergarten (PK)  | Kide activity recommendations   |
| 1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment   |  |   |
| a: Describes familiar people and objects in the environment  | a: Demonstrates how people use objects and natural resources in the environment  | <a href="#">Breathing Leaves</a><br><a href="#">Summer Sandcastles</a>  |
| b: Participates in activities to protect the environment   | b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)  | <a href="#">Breathing Leaves</a>  |
|  | c: Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)  | No lessons quite yet!   |
| F. Engineering and Technology  |  |   |
| 1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures   |  |   |
| a: Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)  | a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)  | <a href="#">The Great Inventors of the Secret Forest</a><br><a href="#">Lift It Up!</a><br><a href="#">What a machine!</a>  |
| b: Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)   | b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)  | <a href="#">Lift It Up!</a><br><a href="#">Power of the Air</a><br><a href="#">What a machine!</a><br><a href="#">Assistant to the Assistant Robot</a>  |
| c: Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower) | c: Uses appropriate tools and materials with greater flexibility to create or solve problems   | <a href="#">Sugary Problems</a><br><a href="#">Planning an Escape</a><br><a href="#">Fruity Surprise</a><br><a href="#">Spooky Shadows</a><br><a href="#">Planes, Trains and Hot Air Balloons</a> |
|  | d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play) | <a href="#">A Frantic Fall</a><br><a href="#">Power of the Air</a><br><a href="#">Friction on the Slopes</a><br><a href="#">Lift it up!</a><br><a href="#">Carousel</a>                           |



# Florida PRE-K Lesson recommendations

We either **support** the specific objectives (✓), or we are **working towards** them (➡). We focus on developing the *fundamental skills* required to achieve the objectives.



## Domain I: Physical Development

In addition to the more traditional STEAM areas, our cross-curricular programme also has activities to support **motor development, physical active play and movement skills**.

Whilst we don't claim to fully match with the physical development standards, here you can find a list of the ones we do support.

| A. HEALTH AND WELLBEING   |  |   |
|---|--|---|
| a. Active Physical Play   |  |   |
| 3-4 years (PK)  | 4 years-Kindergarten (PK)  | Kide activity recommendations   |
| 1. Engages in physical activities with increasing balance, coordination, endurance and intensity  |  |   |
|  a: Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)    |  a: Seeks to engage in physical activities or active play routinely with increased intensity and duration | See our <a href="#">Movement lesson bundle</a>  |
| b. Safety   |  |   |
| 1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities   |  |   |
|  a: Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool) |  a: Consistently follows basic safety rules independently across different situations                   | Excellent opportunities across all lessons, especially <a href="#">Stop and Go</a><br><a href="#">Fruity Surprise</a> |
|   |  b. Identifies consequences of not following safety rules   |   |
| d. Feeding and Nutrition  |  |   |
| 1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices   |  |   |
|  b. Begins to recognize nutritious food choices and healthy eating habits  |  b: Recognizes nutritious food choices and healthy eating habits  | <a href="#">Fruity Surprise</a>   |



# Florida PRE-K Lesson recommendations



## Domain I: Physical Development

| B. MOTOR DEVELOPMENT  |  |  |
|---|--|--|
| a. Gross Motor Development  |  |  |
| 3-4 years (PK)  | 4 years-Kindergarten (PK)  | Kide activity recommendations  |
| 1. Demonstrates use of large muscles for movement, position, strength and coordination  |  |  |
|  a: Begins to balance, such as on one leg or a beam, for short periods   |  a: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another | See our <a href="#">Movement lesson bundle</a>   |
|  b: Begins to perform some skills, such as jumping for height and hopping  |  b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running                |  |
|  c: Engages in physical activity that requires strength and stamina for brief periods  |  c: Engages in more complex movements (e.g., riding a tricycle with ease)   |  |
|   |  d: Engages in physical activities of increasing levels of intensity for sustained periods of time  |  |
| 2. Demonstrates use of large muscles to move in the environment   |  |  |
|  a: Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom) |  a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)                              | See our <a href="#">Movement lesson bundle</a><br><br>Especially <a href="#">Party Robot</a> |















# Florida PRE-K Lesson recommendations



## Domain I: Physical Development

| B. MOTOR DEVELOPMENT   |  |  |
|--|--|--|
| 3-4 years (PK)   | 4 years-Kindergarten (PK)  | Kide activity recommendations  |
| b. Gross Motor Perception (Sensorimotor)   |  |  |
| 1. Uses perceptual information to guide motions and interactions with objects and other people   |  |  |
|  a.Begins to act and move with purpose and recognizes differences in direction, distance and location   |  a: Acts and moves with purpose and independently recognizes differences in direction, distance and location  | See our <a href="#">Movement lesson bundle</a><br><a href="#">Where are you Hoseli?</a><br><a href="#">Space Adventure</a>   |
|  b: Demonstrates awareness of own body in relation to others  |  b: Demonstrates spatial awareness through play activities  | Our <a href="#">Movement lesson bundle</a><br><a href="#">Where are you Hoseli?</a><br><a href="#">True Friends</a>  |
| c. Fine Motor Development  |  |  |
| 1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks  |  |  |
|  a: Uses various drawing and art tools with developing coordination   |  a: Shows hand control using various drawing and art tools with increasing coordination   | Many lessons, for example:<br><a href="#">Make It Rain</a><br><a href="#">Operation Ice Rescue</a><br><a href="#">Colorful Drawing Book</a><br><a href="#">Secret Messages</a> |
| 2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision   |  |  |
|  a: Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors) |  a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)   | Many lessons, for example:<br><a href="#">Finding Dinosaur Fossils</a><br><a href="#">It's Raining</a><br><a href="#">Hoseli's Googly Eye Mystery</a>                          |
|  |  b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting   |  |
|  |  c: Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs) |  |

## Florida PRE-K Lesson recommendations

We either **support** the specific objectives (✓), or we are **working towards** them (➡). We focus on developing the *fundamental skills* required to achieve the objectives.



### Domain II: Approaches to Learning

Approaches to learning are at the very heart of what we do at Kide Science. Our aim is to create the next generation of critical thinkers, so every single one of our lessons gives children the opportunity to persevere to solve a problem, using creative thinking and science process skills.

| A. EAGERNESS AND CURIOSITY   |  |                               |
|--|--|-------------------------------|
| 3-4 years (PK)   | 4 years-Kindergarten (PK)  | Kide activity recommendations |
| ✓ 1. Shows curiosity and is eager to learn new things and have new experiences | ✓ 1. Shows increased curiosity and is eager to learn new things and have new experiences | All lessons                   |
| B. PERSISTENCE   |  |                               |
| ✓ 1. Sustains attention for brief periods and finds help when needed           | ✓ 1. Attends to tasks for a brief period of time   | All lessons                   |
| C. CREATIVITY AND INVENTIVENESS  |  |                               |
| ✓ 1. Approaches daily activities with creativity                               | ✓ 1. Approaches daily activities with creativity and inventiveness                       | All lessons                   |
| D. PLANNING AND REFLECTION   |  |                               |
| ✓ 1. Shows initial signs of planning and learning from their experiences       | ✓ 1. Demonstrates some planning and learning from experiences                            | All lessons                   |





# Florida PRE-K Lesson recommendations









We either **support** the specific objectives (✓), or we are **working towards** them (➡). We focus on developing the *fundamental skills* required to achieve the objectives.



## Domain III: Social and Emotional Development

In addition to the more traditional STEAM areas, our cross-curricular programme also has activities to support **SEL skills**. The feelings of our story characters also provide a context to discuss social and emotional topics.

Whilst we don't claim to fully match with these standards, here you can find suggested activities for the ones we do support.

| A. EMOTIONAL FUNCTIONING   |   |  |
|--|---|--|
| 3-4 years (PK)   | 4 years-Kindergarten (PK)   | Kide activity recommendations  |
| 1. Expresses, identifies and responds to a range of emotions   |   | All lessons<br><br>See our <a href="#">SEL lesson bundle</a><br>And<br><a href="#">Puppy Playtime</a><br><a href="#">Caring for a Pet Dog</a><br><a href="#">True Friends</a>            |
|  a: Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused) |  a: Recognizes the emotions of peers and responds with empathy and compassion  |  |
| 2. Demonstrates appropriate affect (emotional response) between behavior and facial expression   |   |  |
|  a: Verbalizes own feelings and those of others   |  a: Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately |  |
| B. MANAGING EMOTIONS   |   |  |
| 1. Demonstrates ability to self-regulate   |   | All lessons<br><br>Especially our <a href="#">SEL lesson bundle</a><br><br>And<br><a href="#">Puppy Playtime</a><br><a href="#">Caring for a Pet Dog</a><br><a href="#">True Friends</a> |
|  a: Begins to verbalize their emotions  |  a: Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support  |  |
| 2. Attends to sights, sounds, objects, people and activities   |   |  |
|  a: Begins to sustain attention for brief period of time in group activities                        |  a: Increases attention to preferred activities and begins to attend to non-preferred activities   |  |



# Florida PRE-K Lesson recommendations



## Domain III: Social and Emotional Development















| C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS   |   |  |
|---|---|--|
| 3-4 years (PK)  | 4 years-Kindergarten (PK)   | Kide activity recommendations  |
| 1. Develops positive relationships with adults  |   |  |
|  a: Develops positive relationships and interacts comfortably with familiar adults                             |  a: Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults   | All lessons  |
| 2. Develops positive relationships with peers   |   |  |
|  a: Builds social relationships and becomes more connected to other children                                   |  a: Plays with peers in a coordinated manner including assigning roles, materials and actions  | All lessons<br><br>For friendship skills and cooperation, see especially our <a href="#">Collaboration lesson bundle</a> ..  |
|  b: Demonstrates strategies for entry into social play with peers  |  b: Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn taking  |  |
| 3. Develops increasing ability to engage in social problem solving  |   |  |
|  a: Able to suggest a potential solution to social problems and with adult support is able to follow through |  a: Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution | Many lessons, especially <a href="#">Puppy Playtime</a><br><a href="#">Caring for a Pet Dog</a><br><a href="#">True Friends</a>                                      |
| 4. Exhibits empathy by demonstrating care and concern for others  |   |  |
|  a: Responds to the emotions of others with comforting words or actions                                      |  a: Able to take the perspective of others and actively respond in a manner that is consistent and supportive  | Many lessons, especially in our <a href="#">SEL bundle</a><br><a href="#">Puppy Playtime</a><br><a href="#">Caring for a Pet Dog</a><br><a href="#">True Friends</a> |



# Florida PRE-K Lesson recommendations



## Domain III: Social and Emotional Development

| D. SENSE OF IDENTITY AND BELONGING  |  |   |
|---|--|---|
| 3-4 years (PK)  | 4 years-Kindergarten (PK)  | Kide activity recommendations   |
| 1. Develops sense of identity and belonging through play  |  |   |
|  a: Continues to play with preferred playmates   |  a: Engages in associative play and begins to play cooperatively with friends                               | All lessons, see especially our <a href="#">Collaboration lesson bundle</a>   |
| 2. Develops sense of identity and belonging through exploration and persistence   |  |   |
|  a: Continues sustained independent play and participates in more planned group activities                         |  a: Persists at individual planned experiences, caregiver-directed experiences and planned group activities | All of our lessons include planned group activities   |
| 3. Develops sense of identity and belonging through routines, rituals and interactions  |  |   |
|  a: Begins to show a willingness to be flexible if routines must change in minor ways                             |  a: Demonstrates willingness to be flexible if routines must change  | Excellent opportunities across all lessons  |
| 4. Develops sense of self-awareness and independence  |  |   |
|  a: Increasingly uses words to communicate needs and wants   |  a: Uses words to communicate personal characteristics, preferences, thoughts and feelings                | Across all lessons, see especially<br><a href="#">True Friends</a><br><a href="#">Pikkuli Finds a New Friend</a><br><a href="#">Welcome to Supraland</a><br><a href="#">What makes a Living Thing (activity B)</a><br><a href="#">What's Your Superpower?</a> |
|  b: Begins to recognize preferences of others  |  b: Recognizes preferences of others  |   |
|  c: Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size) |  c: Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)   |   |
|  d: Begins to identify self as part of a group (e.g., class or family)   |  d: Identifies self as a unique member of a group (e.g., class, school, family or larger community)       |   |

# Florida PRE-K Lesson recommendations

We either **support** the specific objectives (✓), or we are **working towards** them (→). We focus on developing the *fundamental skills* required to achieve the objectives.



## Domain IV. Language and Literacy

The main focus of a Kide activity is to develop **inquiry skills** (including **communication**). In addition, each of the Kide activities start with a **story time** to introduce a research problem, providing an excellent opportunity to practice **comprehension skills** and creating a context to introduce independent reading skills.

Whilst we don't claim to fully match with the Language and Literacy standards, on the following pages you can find a list of the ones we do support.

| A. LISTENING AND UNDERSTANDING  |   |                               |
|---|---|-------------------------------|
| 3-4 years (PK)  | 4 years-Kindergarten (PK)   | Kide activity recommendations |
| 1. Demonstrates understanding when listening  |   |                               |
| ✓ a: Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal | ✓ a: Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others | All lessons                   |
| ✓ b: Shows understanding by answering factual questions and responding appropriately to what is said  | ✓ b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said  |                               |
| 2. Increases knowledge through listening  |   |                               |
| ✓ a: Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection                     | ✓ a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge   | All lessons                   |
| ✓ b: Observes simple aspects of child's world and responds and reacts   | ✓ b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play  |                               |
| 3. Follows directions   |   |                               |
| ✓ a: Achieves mastery of one-step directions and usually follows two-step directions  | ✓ a: Achieves mastery of two-step directions and usually follows three-step directions  | All lessons                   |



# Florida PRE-K Lesson recommendations



## Domain IV. Language and Literacy

| B. SPEAKING   |   |   |
|---|---|---|
| 3-4 years (PK)  | 4 years-Kindergarten (PK)   | Kide activity recommendations                                 |
| 1. Speaks and is understood when speaking   |   |   |
|  a: Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors  |  a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors   | All lessons   |
| C. VOCABULARY   |   |   |
| 1. Shows an understanding of words and their meanings (receptive)   |   |   |
|  a: Begins to demonstrate understanding of age- appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings) |  a: Demonstrates understanding of age- appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings) | All lessons<br>Especially our <a href="#">language bundle</a> |
|  b: Begins to understand the use of words in different context (including plurals and past tense in speech)  |  b: Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments   |   |
|   |  c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)               |   |
| 2. Uses increased vocabulary to describe objects, actions and events (expressive)   |   |   |
|  a: Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)  |  a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)   | All lessons<br>Especially our <a href="#">language bundle</a> |
|  b: Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)   |  b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)  |   |
|   |  c: Identifies unfamiliar words asking for clarification   |   |
|   |  d: Uses words in multiple contexts, with the understanding that some words have multiple meanings   |   |

# Florida PRE-K Lesson recommendations



## Domain IV. Language and Literacy

| D. SENTENCES AND STRUCTURE  |  |   |
|---|--|---|
| 3-4 years (PK)  | 4 years-Kindergarten (PK)  | Kide activity recommendations   |
| 1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences   |  |   |
|  a: Produces utterances of four to five units of meaning in length   |  a: Typically uses complete sentences of five or more words, usually with subject, verb and object order  | All lessons<br>Especially in our <a href="#">communication bundle</a> |
|  b: Produces words and phrases using the regular past tense and the regular third person (e.g., "Daddy jumped." "We're building.")                                 |  b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement   |   |
| 2. Connects words, phrases and sentences to build ideas   |  |   |
|  a: Produces sentences or phrases of two to five words including subject/verb/object (e.g., "Suzy has cookies." "My shirt's got blue flowers.")                    |  a: Uses sentences with more than one phrase  | All lessons<br>Especially in our <a href="#">communication bundle</a> |
|  b: Asks more complex questions beginning with "is" (e.g., "Is David here?" "What was for lunch?")   |  b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)  |   |
|  c: Uses conjunctions "and" and sometimes "because" in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs) |  c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning  |   |
| E. CONVERSATION   |  |   |
| 1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems   |  |   |
|  a: Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information      |  a: Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like "please" and "thank you")   | All lessons<br>Especially in our <a href="#">communication bundle</a> |
| 2. Asks questions, and responds to adults and peers in a variety of settings  |  |   |
|  a: Asks and responds to increasingly longer and more complex sentences and simple questions   |  a: Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations | All lessons<br>Especially in our <a href="#">communication bundle</a> |

# Florida PRE-K Lesson recommendations



## Domain IV. Language and Literacy






| E. CONVERSATION  |   |  |
|--|---|--|
| 3-4 years (PK)   | 4 years-Kindergarten (PK)   | Kide activity recommendations  |
| 3. Demonstrates understanding of the social conventions of communication and language use  |   |  |
|  a: Demonstrates awareness of nonverbal conversational rules  |  a: Demonstrates increased awareness of nonverbal conversational rules   | All lessons<br>Especially in our <a href="#">communication bundle</a>  |
|  b: Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation) |  k b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation) |  |
|  c: Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)   |  c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)  |  |
| F. EMERGENT READING  |   |  |
| 1. Shows motivation for and appreciation of reading  |   |  |
|  a: Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others  |  a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others  | All lessons<br>during the shared story time.<br><br>Why not print out the stories for children's independent reading time? |
|  b: Begins to make real-world connections between stories and real-life experiences   |  b: Makes real-world connections between stories and real-life experiences   |  |
|  c: Interacts appropriately with books; pretends to read, holds book appropriately or picture reads   |  c: Interacts appropriately with books and other materials in a print-rich environment   |  |
|  d: Asks to be read to or asks the meaning of written text  |  d: Asks to be read to, asks the meaning of written text or compares books/stories   |  |
|  e: Participates in conversations that demonstrate appreciation of printed materials  |  e: Initiates and participates in conversations that demonstrate appreciation of printed materials   |  |



# Florida PRE-K Lesson recommendations



## Domain IV. Language and Literacy

| F. EMERGENT READING   |  |   |
|---|--|---|
| 3-4 years (PK)  | 4 years-Kindergarten (PK)  | Kide activity recommendations   |
| 3. Shows alphabetic and print knowledge (working towards)   |  |   |
|  a: Recognizes that print conveys meaning  |  a: Recognizes that print conveys meaning   | All lessons, see especially<br><a href="#">True Friends</a><br><a href="#">Hide and Seek</a><br><a href="#">A Secret Friend</a> |
| 4. Demonstrates comprehension of books read aloud   |  |   |
|  a: Retells or reenacts parts of a story after it is read aloud  |  a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud  | All lessons<br>during the shared story time   |
|   |  b: Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”) |   |
| G. EMERGENT WRITING   |  |   |
| 1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition  |  |   |
| Whilst our activities’ aims are not focussed upon writing, they do provide a wonderful motivation for children to practice their mark making skills.<br>E.g. Children may choose to write a letter back to the story character, or may wish to record their findings in a chart or table. |  |   |



# Florida PRE-K Lesson recommendations

We either **support** the specific objectives (✔), or we are **working towards** them (➡). We focus on developing the *fundamental skills* required to achieve the objectives.

1+1

## Domain V: Mathematical Thinking

The main focus of Kide activities is to develop **inquiry skills** (including **measurement**.) We practice measurement through counting, meaning that our lessons set the foundations to number sense and basic operations. We also support areas of Geometry and Shapes through physical movement.

Whilst we don't claim to fully match with the Math standards, on the following pages you can find suggested activities for the ones we do support.
















### A. NUMBER SENSE

| 3-4 years (PK)  | 4 years-Kindergarten (PK)  | Kide activity recommendations   |
|---|--|---|
| ➡ 1. Subitizes (immediately recognizes without counting) the number of objects in a set of four objects | ➡ 1. Subitizes (immediately recognizes without counting) up to five objects                | <a href="#">A Secret Friend</a><br><a href="#">Sugary Problems</a>  |
| ✔ 2. Counts and identifies the number sequence "1 to 10"  | ✔ 2. Counts and identifies the number sequence "1 to 31"                                   | Many lessons including:<br><a href="#">Kindergarten of Shape Creatures</a><br><a href="#">It's Raining!</a><br><a href="#">Hiding in Plain Sight</a>                            |
| ➡ 3. Begins to demonstrate one-to-one correspondence up to 10 during daily routines                     | ➡ 3. Demonstrates one-to-one correspondence when counting objects placed in a row (one     | <a href="#">A Secret Friend</a><br><a href="#">Crab Walk</a><br><a href="#">Lava Pond</a><br><a href="#">Kindergarten of Shape Creatures</a><br><a href="#">Sugary Problems</a> |
| ➡ 4. Identifies the last number spoken tells "how many" up to five (cardinality)                        | ➡ 4. Identifies the last number spoken tells "how many" up to 10 (cardinality)             |   |
| ✔ 5. Counts sets constructed by the teacher to five and beyond  | ✔ 5. Constructs and counts sets of objects (one to 10 and beyond)                          |   |
| ➡ 6. Constructs and counts sets of one to five and beyond   | ➡ 6. Uses counting and matching strategies to find which is more, less than or equal to 10 | <a href="#">Treasure Hunt</a><br><a href="#">Sugary Problems</a>  |
|   | ➡ 7. Reads and writes some numerals one to 10 using appropriate activities                 | <a href="#">Lava Pond</a><br><a href="#">A Secret Friend</a>  |

# Florida PRE-K Lesson recommendations

1+1

## Domain V: Mathematical Thinking










| B. NUMBER AND OPERATIONS   |  |  |
|--|--|--|
| 3-4 years (PK)   | 4 years-Kindergarten (PK)  | Kide activity recommendations  |
|  1. Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems |  1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems  | <a href="#">Sugary Problems</a><br><a href="#">Crab Walk</a><br><a href="#">Lava Pond</a><br><a href="#">Kindergarten of Shape Creatures</a>   |
|  2. Changes size of a set of up to five objects by combining and taking away  |  2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out  | <a href="#">A Secret Friend</a><br><a href="#">Sugary Problems</a>   |
| D. GEOMETRY  |  |  |
|  1. Recognizes and names typical shapes (circle, square, triangle)  |  1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size  | <a href="#">Spooky Shadows</a><br><a href="#">Beehive</a><br><a href="#">Kindergarten of Shape Creatures</a><br><a href="#">A Secret Friend</a><br><a href="#">Hoseli's Holidays</a> |
|  2. Matches a wider variety of shapes and orientations  |  2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)   | <a href="#">Egg-straordinary Nest Building</a><br><a href="#">Kindergarten of Shape Creatures</a>  |
|  3. Explores three dimensional shapes in the environment through play   |  3. Creates two dimensional shapes using other shapes (e.g, putting two squares together to make a rectangle)   | <a href="#">Spooky Shadows</a>   |
|  |  4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)  | <a href="#">Spooky Shadows</a><br><a href="#">Planning an Escape</a><br><a href="#">Bubbles!</a>   |
| E. SPATIAL RELATIONS   |  |  |
|  1. Demonstrates an understanding of basic spatial directions through songs, finger plays and games                           |  1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under) | <a href="#">A Celebration Meal</a><br><a href="#">Where Are You Hoseli?</a><br><a href="#">Googly Eye Mystery</a>  |
|  2. Demonstrates directionality, order and position of objects by following simple directions                                 |  2. Uses directions to move through space and find places in space  | <a href="#">Space Adventure</a><br>See our <a href="#">Movement lessons</a>  |

1+1

# Florida PRE-K Lesson recommendations



## Domain V: Mathematical Thinking

| F. MEASUREMENT AND DATA  |  |  |
|--|--|--|
| 3-4 years (PK)   | 4 years-Kindergarten (PK)  | Kide activity recommendations  |
|  1. Uses size words to label objects  |  1. Measures object attributes using a variety of standard and nonstandard tools  | <a href="#">Growing Dino</a><br><a href="#">Balancing Problems</a><br><a href="#">An Exact Science</a><br><a href="#">Measuring</a><br><a href="#">Optical Illusions</a>         |
|  2. Explores two objects by making direct comparisons in length, weight and size using a single attribute |  2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects  |  |
|  3. Measures object attributes using a variety of standard and nonstandard tools with adult guidance      |  3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks) | <a href="#">Balancing Problems</a><br><a href="#">From Seed to Plant</a><br><a href="#">Optical Illusions</a><br><a href="#">Sugary Problems</a><br><a href="#">Growing Dino</a> |
|  4. Participates in group sorting and data collection   |  4. Represents, analyzes and discusses data (e.g. charts, graphs and tallies)   | <a href="#">Kindergarten of Shape Creatures</a><br>See our <a href="#">classification bundle</a> for sorting   |
|  |  5. Begins to predict the results of data collection  | See our <a href="#">prediction bundle</a>  |

# Florida PRE-K Lesson recommendations

We either **support** the specific objectives (✓), or we are **working towards** them (➡). We focus on developing the *fundamental skills* required to achieve the objectives.



## Domain VII: Social Studies

In addition to the more traditional STEAM subjects, our Kide program also has activities to support Social Studies topics e.g. map work and basic everyday needs of people. We develop **inquiry skills** in the context of many domains at the same time.

Whilst we don't claim to *fully match* with the Social Studies standards, on the following pages you can find a list of the ones we do support.

### A. CULTURE

| 3-4 years (PK)  | 4 years-Kindergarten (PK)   | Kide activity recommendations   |
|---|---|---|
| ➡ 1. Begins to identify self as a member of a culture   | ➡ 1. Identifies self as a member of a culture   | Use our lessons as a context to start conversations about culture.<br>Whilst we do not explicitly introduce other cultures, our storyworld Supraland could provide an interesting discussion point.<br>Children can compare their own traditions and routines with those of Hoseli the Robot! |
| ➡ 2. Begins to understand everyone belongs to a culture | ➡ 2. Understands everyone belongs to a culture  |   |
| ➡ 3. Explores culture of peers and families (classroom) | ➡ 3. Explores culture of peers and families in the classroom and community  |   |
|   | ➡ 4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations) | <a href="#">A Celebration Meal</a><br><a href="#">Party Robot</a>   |

### B. INDIVIDUAL DEVELOPMENT AND IDENTITY




















|   |  |   |
|---|--|---|
| ✓ 1. Recognizes characteristics of self as an individual                        | ✓ 1. Identifies characteristics of self as an individual                                     | All lessons encourage children to develop their individual identity of an investigator.<br>Especially:<br><a href="#">Welcome to Supraland</a><br><a href="#">What's your Superpower?</a> |
| ✓ 2. Recognizes the ways self is similar to and different from peers and others | ✓ 2. Identifies the ways self is similar to and different from peers and others              | <a href="#">What Makes a Living Thing?</a><br><a href="#">Journey into Imagination</a><br><a href="#">Leaving Your Mark</a>   |
|   | ✓ 3. Recognizes individual responsibility as a member of a group (e.g., classroom or family) | <a href="#">True Friends</a><br>All 5 lessons from our <a href="#">SEL bundle</a>   |



# Florida PRE-K Lesson recommendations



## Domain VII: Social Studies











| C. INDIVIDUALS AND GROUPS   |   |  |
|---|---|--|
| 3-4 years (PK)  | 4 years-Kindergarten (PK)   | Kide activity recommendations  |
|  1. Identifies self and others as part of a group  |  1. Identifies differences and similarities of self and others as part of a group  | Communication and collaboration are two of the core skills we develop in every lesson. They are encouraged to join their classmates as a community of investigators, but they can also work independently to lead their own inquiries. |
|  2. Identifies groups within a community   |  2. Explains the role of groups within a community   |  |
|  3. Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community) |  3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)   |  |
|  4. Exhibits emerging leadership skills and roles (e.g., line leader and door holder)              |  4. Exhibits leadership skills and roles (e.g., line leader and door holder)   |  |
| D. SPACES, PLACES AND ENVIRONMENTS  |   |  |
|  1. Recognizes the relationship of personal space to surroundings                                  |  1. Identifies the relationship of personal space to surroundings  | <a href="#">Lava Pond</a><br><a href="#">Habitat Hunting</a><br><a href="#">True Friends</a>   |
|  2. Identifies own environment and other locations  |  2. Identifies differences and similarities between own environment and other locations   | Children can compare the imaginary world of Supraland with their own   |
|  3. Identifies basic physical characteristics (e.g., landmarks or land features)                 |  3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)                           | <a href="#">Planes, Trains and Hot Air Balloons</a><br><a href="#">Foam Eruption</a>   |
|  4. Begins to use spatial words (e.g., far/close, over/under and up/down)                        |  4. Uses spatial words (e.g., far/close, over/under and up/down)   | <a href="#">Planes, Trains and Hot Air Balloons</a><br><a href="#">A Celebration Meal</a>  |
|  5. Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)          |  5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)   | <a href="#">Planes, Trains and Hot Air Balloons</a><br><a href="#">Welcome to Supraland!</a>   |
|   |  6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation) | <a href="#">Breathing Leaves</a>   |



# Florida PRE-K Lesson recommendations



## Domain VII: Social Studies

| E. TIME, CONTINUITY AND CHANGE   |  |  |
|--|--|--|
| 3-4 years (PK)   | 4 years-Kindergarten (PK)  | Kide activity recommendations  |
|  1. Recognizes sequence of events to establish a sense of order and time  |  1. Identifies changes within a sequence of events to establish a sense of order and time   | Following the inquiry process within each lesson   |
|  2. Explores changes that take place over time in the immediate environment   |  2. Observes and recognizes changes that take place over time in the immediate environment  | Many lessons e.g:<br><a href="#">Operation Ice Rescue</a><br><a href="#">Hoseli's Instant Sorbet</a><br><a href="#">Hot and Cold Bottles</a><br><a href="#">Colorful Drawing Book</a><br><a href="#">From Seed to Plant</a>  |
| F. GOVERNANCE, CIVIC IDEALS AND PRACTICES  |  |  |
|  1. Begins to recognize and follow rules and expectations in varying settings   |  1. Recognizes and follows rules and expectations in varying settings   | All lessons  |
|  2. Begins to participate in problem solving and decision making  |  2. Participates in problem solving and decision making   | All lessons  |
| H. TECHNOLOGY AND OUR WORLD  |  |  |
|  1. Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets) |  1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players) | Our lessons are screen free for children. However, investigators may choose to present their learning using technology e.g. film a video, take photos or record a voice note.<br><br>E.g. in <a href="#">Getting Dressed for Autumn</a><br><br>Other tool use (writing/utensils)<br><a href="#">Digging up Dinosaurs</a><br><a href="#">Pi Hiding</a><br><a href="#">Hoseli's Googly Eye Mystery</a> |



## Florida PRE-K Lesson recommendations









We either **support** the specific objectives (✓), or we are **working towards** them (➡). We focus on developing the *fundamental skills* required to achieve the objectives.



### Domain VIII: Creative Expression Through the Arts

The main focus of each Kide activity is on **inquiry skills**. We develop these through STEAM activities, using drama, play and imagination. Therefore many of our activities have opportunities for children develop their creative expression through the arts.

Whilst we don't claim to fully match with the Arts standards, for the standards we do cover, see the lesson suggestions below.






| A. SENSORY ART EXPERIENCE  |  |   |
|--|--|---|
| 3-4 years (PK)   | 4 years-Kindergarten (PK)  | Kide activity recommendations   |
|  1. Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials  |  1. Combines with intention a variety of open-ended, process oriented and diverse art materials   | Many lessons especially:<br><a href="#">Winter Garden</a><br><a href="#">Habitat Hunting</a><br><a href="#">Planes, Trains and Hot Air Balloons</a> |
| B. MUSIC   |  |   |
|  1. Engages in a variety of individual and group musical activities with more coordinated intention   |  1. Actively participates in a variety of individual and group musical activities   | <a href="#">Happy Heartbeat</a><br><a href="#">Make Some Music</a>  |
|  2. Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching) |  2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities                          |   |
| C. CREATIVE MOVEMENT   |  |   |
|  1. Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge   |  1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge | <a href="#">Stop and Go</a><br><a href="#">Lava Pond</a><br><a href="#">Party Robot</a>   |



# Florida PRE-K Lesson recommendations



## Domain VIII: Creative Expression Through the Arts

| D. IMAGINATIVE AND CREATIVE PLAY   |   |   |
|--|---|---|
| 3-4 years (PK)   | 4 years-Kindergarten (PK)   | Kide activity recommendations   |
|  <p>1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment</p> |  <p>1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment</p> | <p>Many lessons, especially:</p> <p><a href="#">Winter Garden</a></p> <p><a href="#">Journey into Imagination</a></p> <p><a href="#">True Friends</a></p> <p><a href="#">Welcome to Supraland</a></p> |
| E. APPRECIATION OF THE ARTS  |   |   |
|  <p>1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others</p>  |  <p>1. Uses appropriate art vocabulary to describe own art creations and those of others</p>   | <p>In every lesson children are encouraged to celebrate each other's efforts.</p>   |
|  |  <p>2. Compares own art to similar art forms</p>   |   |

