# Alignment for Kide Science®

with

# Texas Prekindergarten Guidelines

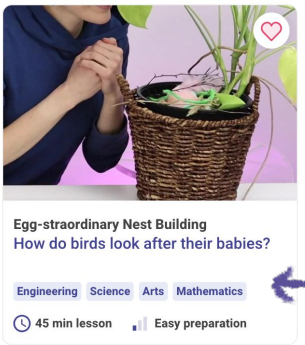
PK3 and PK4

# Kide Science: about us.

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

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

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




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 Aligns with Texas Prekindergarten Guidelines

## In this document we will:

1. Show you how our lessons support the **Texas Prekindergarten guiding principles.**

2. Show you a **summary** of how we support The Texas Prekindergarten **learning outcomes.**

3. Show you how we **align with the 3K and 4K Skills and Learning Standards*** with a list of recommended Kide activities attached.

***A note about the PK3 learning outcomes.**
*Kide Science fully supports guidance stating that three-year-olds must experience Science, Social Studies, Fine Arts and Technology, even though there are no specific learning TEKS standards for PK3. We have ensured that all of our activities include simplified **adaptation tips** so that three-year-olds can access all of our lessons.*

**Something missing?**

If you have other curriculum requirements, don't hesitate to contact us through info@kidescience.com

# Guiding Principles

Kide Science fully aligns with the main principles behind the TEKs Guidelines.

| | |
|---|---|
| 1. | Each child is unique and can succeed at their optimal level with appropriate support. Children can be successful learners and achieve the outcomes outlined in these guidelines. |
| 2. | Children are capable and competent, regardless of their levels of development. Teaching should be responsive to the individualized needs of each child. |
| 3. | All young children learn and thrive in the context of secure, caring, responsive, and stimulating relationships as they explore the world around them. |
| 4. | Children learn best when their social, emotional, physical, and cognitive needs are met and nourished within their environment. |
| 5. | Families are children's primary caregivers, teachers, and advocates. All families must be respected and encouraged in their efforts to support their child's learning. |
| 6. | Young children flourish when their experiences integrate multiple areas of development and are built on prior knowledge. |
| 7. | Effective teaching practices are intentional and build on children's intrinsic strengths and interests by providing developmentally appropriate instruction that incorporates many opportunities for interactive experiences, exploration, meaningful play, and problem-solving. |
| 8. | Every child has diverse strengths rooted in their family's culture, background, language, traditions, and beliefs. Responsive and respectful learning environments welcome children from all cultural and linguistic backgrounds. Effective teaching practices include learning opportunities that build on the unique experiential backgrounds and prior knowledge of each child. |
| 9. | Children demonstrate growth in many ways. The systematic monitoring of children's progress plays a vital role in revealing a child's prior knowledge, concept development, and understanding of the world around them. |
| 10. | Teaching and learning are dynamic, integrated, and include reciprocal processes. Children build awareness and knowledge through play, exploration, inquiry, and application. Skill development occurs when children are provided with multiple opportunities for practice, reflection, and intentional feedback. |

# Kide Science and the Texas Prekindergarten Guidelines



## See how many of your learning outcomes we support!

We develop inquiry skills **across the curriculum**. Therefore, we support the outcomes for many of the domains, as shown below. For our specific lesson recommendations, see our alignment documents.

| DOMAINS | We have lesson recommendations for: |
|---|---|
| **Domain I: Social and Emotional Development** | **100% of the domain** |
| Self-Concept | **4/4 outcomes** |
| Self-Regulation | **8/8 outcomes** |
| Relationship with Others | **7/7 outcomes** |
| Social Awareness | **1/1 outcomes** |
| **Domain II: Emergent Literacy: Language and Communication** | **60% of the domain** |
| Listening –Comprehension | **2/2 outcomes** |
| Speaking –Conversation | **4/4 outcomes** |
| Articulation | **0/2 outcomes** |
| Vocabulary | **3/3 outcomes** |
| Sentences and Structure | **0/4 outcomes** |
| **Domain III: Emergent Literacy: Reading** | **30% of the domain *** |
| Motivation to Read | **3/3 outcomes** |
| Phonological Awareness | **0/9 outcomes** |
| Alphabet Knowledge | **0/3 outcomes** |
| Comprehension of Text | **4/4 outcomes** |
| Concepts of Print | **0/3 outcomes** |
| **Domain IV: Emergent Literacy: Writing** | **0% *** |
| Motivation to Write | **0/2 outcomes** |
| Writing as a Process | **0/3 outcomes** |
| Conventions in Writing | **0/5 outcomes** |

** Our lessons are story based. This means children's comprehension of stories will be developed each lesson. Some of the lessons can be tweaked to include more writing and reading with the children, but this is not the main aim of our sessions.*

| DOMAINS | We have lesson recommendations for: |
|---|---|
| **Domain V: Mathematics** | **50% of the domain** |
| Number Sense | **0/8 outcomes** |
| Joining and Separating | **0/2 outcomes** |
| Geometry and Spatial Sense | **4/4 outcomes** |
| Measurement | **3/4 outcomes** |
| Classification and Patterns | **3/3 outcomes** |
| **Domain VI: Science** | **100% of the domain** |
| Physical Science | **4/4 outcomes** |
| Life Science | **3/3 outcomes** |
| Earth and Space Science | **4/4 outcomes** |
| **Domain VII: Social Studies** | **30% of the domain** |
| People Past and Present | **0/3 outcomes** |
| Economics | **1/3 outcomes** |
| Geography | **2/2 outcomes** |
| Citizenship | **0/3 outcomes** |
| **Domain VIII: Fine Arts** | **70% of the domain** |
| Art | **3/3 outcomes** |
| Music | **0/2 outcomes** |
| Dramatic Expression | **1/1 outcomes** |
| **Domain IX: Physical Development** | **100% of the domain** |
| Gross Motor Development | **2/2 outcomes** |
| Fine Motor Development | **2/2 outcomes** |
| Personal Safety and Health | **3/3 outcomes** |
| **Domain X: Technology** | **0% **** |
| Technology and Devices | **0/5 outcomes** |

***We are proud to say that we are screen free for children. Our practical, hands-on approach engages children and builds skills without the need for technology. However, investigators may choose to present their learning using technology e.g. film a video, take photos or record a voice note.*

# Texas Pre-K Lesson recommendations

## Domain I: Social and Emotional Development

In addition to the more traditional STEAM areas, our cross-curricular program also has activities to support **SEL.** These are always underpinned by those crucial **inquiry skills**.

Whilst we don't claim to fully match the SEL domain, on the following pages you can find a list of the standards we do support.

### A. Self-Concept

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **PK3.I.A.1** Child is building competence in controlling own body movements | **PK4.I.A.1** Child is aware of where own body is in space and respects personal boundaries. | Stop and Go!<br>Crab Walk<br>Party Robot<br><br>Welcome to Supraland<br>Eggy Mystery<br>What's Your Superpower?<br>What makes a living thing (Activity B)<br><br>All of our lessons develop children's self identity as an investigator: someone who perseveres to solve a problem! |
| **PK3.I.A.2** Child can identify own physical attributes and indicate some likes and dislikes when prompted. | **PK4.I.A.2** Child shows self-awareness of physical attributes, personal preferences, and own abilities | |
| **PK3.I.A.3** Child begins to show awareness of own abilities. | **PK4.I.A.3** Child shows reasonable opinion of his own abilities and limitations. | |
| **PK3.I.A.4** Child shows initiative in trying new activities but may not persist when obstacles or challenges arise. | **PK4.I.A.4** Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges. | |

### B. Self-Regulation

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| 1. Behavior control | | |
| **PK3.I.B.1.a** Child follows simple rules and routines when assisted by adults. | **PK3.I.B.1.c** Child manages own behavior with adult guidance and assistance. | **All lessons**<br><br>Each lesson follows the same format, helping children to regulate their behaviour and learn routines.<br><br>Children are hands on with equipment, managing materials more and more independently over time. |
| **PK3.I.B.1.b** Child takes care of and manages classroom materials with adult assistance. | **PK4.I.B.1.b** Child takes care of and manages classroom materials. | |
| **PK3.I.B.1.c** Child manages own behavior with adult guidance and assistance. | **PK4.I.B.1.c** Child regulates own behavior with occasional reminders or assistance from adults. | |

# Texas Pre-K Lesson recommendations

## Domain I: Social and Emotional Development

### B. Self-Regulation

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **2. Emotional control** | | |
| **PK3.I.B.2.a** Child recognizes and expresses a range of emotions | **PK4.I.B.2.a** Child begins to understand the connection between emotions and behaviors. | Our storyworld characters appear in every lesson. Children connect with their emotions, and want to help solve their problems.<br><br>See our SEL specific lesson bundle |
| **PK3.I.B.2.b** Child is familiar with basic feeling words (e.g., happy, sad, mad, scared). | **PK4.I.B.2.b** Child uses verbal and nonverbal communication to communicate basic emotions and feelings. | |
| **PK3.I.B.2.c** Child manages intensity of emotions with adult assistance. | **PK4.I.B.2.c** Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary. | |
| **3. Control of Attention** | | |
| **PK3.I.B.3.a** Child focuses attention on one task at a time but may not stay with it to completion. | **PK4.I.B.3.a** Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. | All lessons |
| **PK3.I.B.3.b** Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time. | **PK4.I.B.3.b** Child remains focused on engaging, teacher-led group activities for up to 20 minutes. | |

# Texas Pre-K Lesson recommendations

## Domain I: Social and Emotional Development

### C. Relationships with Others

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **PK3.I.C.1** Child forms positive relationships with adults and peers. | **PK4.I.C.1** Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers. | All of our lessons develop strong relationship skills.<br><br>Some especially good examples are here:<br>collaboration lessons |
| **PK3.I.C.2** Child assumes roles and responsibilities as part of the classroom community with adult assistance. | **PK4.I.C.2** Child assumes various roles and responsibilities as part of the classroom community. | |
| **PK3.I.C.3** Child shows interest in peer play but may be less skilled in initiating and joining a group. | **PK4.I.C.3** Child shows competence in initiating social interactions. | |
| **PK3.I.C.4** Child enjoys parallel and associative play with peers. | **PK4.I.C.4** Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal. | |
| **PK3.I.C.5** Child seeks adult help when experiencing conflicts with another child | **PK4.I.C.5** Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary. | |
| **PK3.I.C.6** Child responds with concern when a child or adult is distressed. | **PK4.I.C.6** Child demonstrates empathy and caring for others. | |
| **PK3.I.C.7** Child interacts with peers and may have preferred friends. | **PK4.I.C.7** Child interacts with peers and has preferred friends. | |

### D. Social Awareness

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **PK3.I.C.1** Child forms positive relationships with adults and peers. | **PK4.I.C.1** Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers. | SEL specific lesson bundle |

# Texas Pre-K Lesson recommendations

## Domain II: Emergent Literacy: Language and Communication

The main focus of Kide activities is on **inquiry skills** (including **communication**). Vocabulary across the lessons.

We don't claim to fully match with the Language and Communication standards. On the following pages you can find a list of the ones we do support.

### A. Listening Comprehension

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **PK3.II.A.1** Child responds to situations in ways that demonstrate an understanding of what has been communicated. | **PK4.II.A.1** Child shows understanding by responding appropriately to what has been communicated by adults and peers. | **All lessons**, especially these: Communication lessons |
| **PK3.II.A.2** Child shows understanding by following two-step verbal directions. | **PK4.II.A.2** Child shows understanding by following three-step verbal directions. | |

### B. Speaking (Conversation)

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **PK3.II.B.1** Child uses language to communicate basic needs and wants. | **PK4.II.B.1** Child uses language for multiple purposes. | **All lessons**, especially these: Communication lesson |
| **PK3.II.B.2** Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers. | **PK4.II.B.2** Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules. | |
| **PK3.II.B.3** Child is able to communicate basic information in familiar social settings. | **PK4.II.B.3** Child provides appropriate information in various settings. | |
| **PK3.II.B.4** Child begins to use appropriate language for different situations. | **PK4.II.B.4** Child matches language to social contexts. | |

### D. Vocabulary

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **PK3.II.D.1** Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events. | **PK4.II.D.1** Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events. | All of our lessons develop children's vocabulary as they learn to observe and classify objects in many different ways. |
| **PK3.II.D.2** Child understands (receptive) the instructional language of the classroom. | **PK4.II.D.2** Child understands (receptive) and uses (expressive) the instructional language of the classroom. | |
| **PK3.II.D.3** Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play. | **PK4.II.D.3** Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play. | |

# Texas Pre-K Lesson recommendations

## Domain III: Emergent Literacy: Reading

Each of the Kide activities starts with a **story time** to introduce a research problem. This shared story provides an excellent opportunity to practice **comprehension skills**, as well as set a base for independent reading skills.

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

### A. Motivation to Read

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **PK3.III.A.1** Child demonstrates an interest in pictures, text, and stories read aloud. | **PK4.III.A.1** Child engages in story-related prereading activities. | **All lessons** |
| **PK3.III.A.2** Child tells a story by looking at pictures or from memory. | **PK4.III.A.2** Child self-selects books and other written materials to engage in pre-reading behaviors. | |
| **PK3.III.A.3** Child notices and connects meaning to environmental print. | **PK4.III.A.3** Child recognizes that all print carries meaning and serves as a means for communication. | |

### D. Comprehension of Text

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **PK3.III.D.1** Child re-enacts a story after it has been read aloud. | **PK4.III.D.1** Child retells or re-enacts a story with a clear beginning, middle, and end. | **All lessons** |
| **PK3.III.D.2** Child makes personal connections to books read aloud. | **PK4.III.D.2** Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. | |
| **PK3.III.D.3** Child asks and answers age appropriate questions about a book. | **PK4.III.D.3** Child asks and responds to questions relevant to the text read aloud. | |
| **PK3.III.D.4** Child attempts to make predictions by looking at the cover of a book or the pictures within a story. | **PK4.III.D.4** Child makes inferences and predictions about a text. | |

## Domain IV: Emergent Literacy: Writing

We do not bring the specific writing standards into our lesson aims, instead we focus upon the **science process skills**. However, our lessons spark wonderful opportunities for writing. For example, children may prefer to write their solutions for our story characters!

# Texas Pre-K Lesson recommendations

## Domain V: Mathematics

The main focus of each Kide activity is on **inquiry skills** (including **measurement**, **comparison** and **classification.**) These skills set the foundations to number sense and basic operations.

We also support areas of Geometry, Shapes and Math through physical movement.

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

### C. Geometry and Spatial Sense

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **PK3.V.C.1** Child names and describes common 2D shapes. | **PK4.V.C.1** Child names and describes common 2D shapes and names at least 1 solid 3D shape. | Planning an Escape<br>Kindergarten of Shape Creatures<br>A Secret Friend<br>Egg-straordinary Nest Building<br>Beehive<br>Bubbles |
| **PK3.V.C.2** Child attempts to create shapes using materials and/or manipulatives. | **PK4.V.C.2** Child creates shapes using materials and/or manipulatives. | |
| **PK3.V.C.3** Child begins to use language to describe position of objects. | **PK4.V.C.3** Child demonstrates use of position words. | A Celebration Meal<br>Where Are You Hoseli? |
| **PK3.V.C.4** Child recognizes common shapes, regardless of size. | **PK4.V.C.4** Child recognizes common shapes, regardless of orientation and size. | Kindergarten of Shape Creatures<br>Beehive |

### D. Measurement

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **PK3.V.D.1** Child understands that lengths of objects can vary and be compared. | **PK4.V.D.1** Child recognizes and compares heights or lengths of people or objects. | Balancing Problems<br>Growing Dino<br>Optical Illusions (activity B) |
| **PK3.V.D.2** Child begins to recognize capacity based on how much space exists within an object. | **PK4.V.D.2** Child recognizes and compares capacity based on how much space exists within an object. | Pressure In A Puddle<br>Magical Milk<br>Kindergarten of Shape Creatures<br>An Exact Science |
| **PK3.V.D.3** Child understands that weights of objects can vary and be compared. | PK4.V.D.3 Child recognizes and compares weights of objects. | Measuring |

### E. Classification and Patterns

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **PK3.V.E.1** Child sorts objects that are the same and different. | **PK4.V.E.1** Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. | Many lessons inc.<br>Floating Problems<br>Force of the Wind<br>What Makes a Living Thing?<br>Mystical Magnets |
| **PK3.V.E.2** Child participates in group activities of collecting data and organizing it into graphic representations. | **PPK4.V.E.2** Child collects data and organizes it in a graphic representation. | Kindergarten of Shape Creatures |
| **PK3.V.E.3** Child recognizes and duplicates patterns. | **PK4.V.E.3** Child recognizes, duplicates, extends, and creates patterns. | Peculiar Creatures of the Forest |

# Our program is well aligned with the Texas Prekindergarten Science Domain

## Domain VI: Science

Here's how we align:

- **Physical Science**
- **Life Science**
- **Earth and Space Science**

See our specific lesson recommendations on the following pages to suit the standards within this domain.

**NOTE:** We want to specifically highlight this quote from the Texas PreKindergarten Guidelines because it summarizes the purpose of our programme and is 100% value-aligned with our thinking.

*"Young children often think that events simply happen without a specific cause or effect. To mature past this developmental stage, prekindergarten children need exposure to **inquiry-based science,** which gives them the opportunity to explore and to make sense of their world with adult guidance. This allows children to be curious about the environment in which they live, ask a lot of questions, make observations, describe what they experience using their five senses, and make tentative explanations that can be shared with others. Children's curiosity creates a natural desire to watch, explore, question, and understand the world around them.*

*Science concepts for prekindergarten children should be developmentally appropriate, interesting, and engaging, and able to be studied from multiple perspectives, in depth, and over time.*

*When children have many and varied opportunities to explore a concept, they come to the final stage of scientific inquiry with a rich set of experiences to which they base their reflections and their developing theories. Although children can easily learn science as they observe and interact daily, it is the teacher's role to provide a learning environment that offers discovery and exploration through hands-on opportunities. These opportunities are particularly helpful for multilingual learners who may not be able to explain what they know or have learned in a second language.*

*Children should be encouraged to be curious, ask questions, work collaboratively, plan investigations, record their observations, and discuss their findings."*

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# Texas Pre-K Lesson recommendations

## Domain VI: Science

### A. Physical Science

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| | **PK4.VI.A.1** Child observes, investigates, describes, and discusses characteristics of common objects. | Most lessons, especially: Planes Trains and Hot Air Balloons; What's Your Superpower?; Floating Problems |
| | **PK4.VI.A.2** Child observes, investigates, describes, and discusses position and motion of objects. | Frantic Fall; Friction on the Slopes; A Celebration Meal |
| | **PK4.VI.A.3** Child uses simple scientific tools to learn about objects. | Many lessons e.g. Digging up Dinosaurs; Pi Hiding |
| | **PK4.VI.A.4** Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity. | Spooky Shadows; A Colorful Arc; Upside Down; Hot and Cold Bottles; Hair Standing on End; What a Machine! |

No PK3 outcomes for this Domain.
However, Kide lessons are suitable for PK3.
Use our adaptation tips to simplify as needed.

### B. Life Science

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| | **PK4.VI.B.1** Child observes, investigates, describes, and discusses the characteristics of organisms. | Use our activity collection: Exploring the Wild with Esther<br><br>And lessons: Caring for a Pet Dog; Puppy Playtime |
| | **PK4.VI.B.2** Child observes, describes, and discusses the life cycles of organisms. | |
| | **PK4.VI.B.3** Child observes, investigates, describes, and discusses the relationship of organisms in their environments. | |

No PK3 outcomes for this Domain.
However, Kide lessons are suitable for PK3.
Use our adaptation tips to simplify as needed.

# Texas Pre-K Lesson recommendations

## Domain VI: Science

### C. Earth and Space Science

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| | **PK4.VI.C.1**<br>Child observes, investigates, describes, and discusses earth materials, and their properties and uses. | Summer Sandcastles<br>From Seed to Plant<br>Flowery Business |
| | **PK4.VI.C.2**<br>Child identifies, observes, describes, and discusses objects in the sky. | Lesson collection:<br>Kelvin's Weather Adventure<br>And<br>Space Adventure<br>Spooky Shadows |
| | **PK4.VI.C.3**<br>Child observes and describes what happens during changes in the earth and sky. | Lesson collection:<br>Kelvin's Weather Adventure<br>And<br>Foam Eruption<br>Spooky Shadows |
| | **PK4.VI.C.4**<br>Child demonstrates an understanding of the importance of caring for our environment and our planet. | Coming soon<br>Breathing Leaves |

No PK3 outcomes for this Domain.
However, Kide lessons are suitable for PK3.
Use our adaptation tips to simplify as needed.

# Texas Pre-K Lesson recommendations

## Domain VII: Social Studies

In addition to more traditional STEAM areas of learning, Kide program also has activities to support Social Studies topics e.g. map work and basic everyday needs of people.

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.

### B. Economics

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| | **PK4.VII.B.1** Child demonstrates an understanding that all people need food, clothing, and shelter. | Getting Dressed for Autumn<br>Habitat Hunting<br>Fruity Surprise |

No PK3 outcomes for this Domain.
However, Kide lessons are suitable for PK3.
Use our adaptation tips to simplify as needed.

### C. Geography

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| | **PK4.VII.C.1** Child identifies and creates common geographic features. | Welcome to Supraland<br>Hoseli's Magnet Map<br>Planes Trains and Hot Air Balloons<br>Journey into Imagination<br>Northbound<br>Habitat Hunting |
| | **PK4.VII.C.2** Child explores geography tools and resources. | |

No PK3 outcomes for this Domain.
However, Kide lessons are suitable for PK3.
Use our adaptation tips to simplify as needed.

# Texas Pre-K Lesson recommendations

## Domain VIII: Fine Arts

The main focus of each Kide activity is on **inquiry skills**. We develop these through STEAM activities, including Art. Therefore many of our activities have opportunities to practice many of the Art Curriculum Standards.

For the standards we do fully cover, see the lesson suggestions below.

### A. Art

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| | **PK4.VIII.A.1** Child uses a variety of art materials for sensory experiences and exploration. | Many lessons, especially:<br><br>Planes, Trains and Hot Air Balloons<br>Winter Garden<br>Habitat Hunting<br>Spooky Shadows<br>Journey into Imagination<br>True Friends<br>Welcome to Supraland<br>Cave Paintings<br>Peculiar Creatures of the Forest |
| | **PK4.VIII.A.2** Child uses art as a form of creative self-expression and representation. | |
| | **PK4.VIII.A.3** Child demonstrates interest in and shows appreciation for the creative work of others. | In every lesson children are encouraged to celebrate each other's work. They can also share it proudly to the story character. |

No PK3 outcomes for this Domain.
However, Kide lessons are suitable for PK3.
Use our adaptation tips to simplify as needed.

### C. Dramatic Expression

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| | **PK4.VIII.C.1** Child creates or recreates stories, moods, or experiences through dramatic representations. | This standard is the very essence of our pedagogy!<br><br>Jump into imaginary drama **every single lesson**! |

No PK3 outcomes for this Domain.
However, Kide lessons are suitable for PK3.
Use our adaptation tips to simplify as needed.

# Texas Pre-K Lesson recommendations

## Domain IX: Physical Development

In addition to the more traditional STEAM subjects, our cross-curricular programme also has activities to support **gross motor development, fine motor development, and personal health and safety.**

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

### A. Gross Motor Development

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **PK3.IX.A.1** Child masters basic skills of running, jumping, climbing, and pedaling. | **PK4.IX.A.1** Child demonstrates coordination and balance in isolation. | See our Movement lesson bundle |
| **PK3.IX.A.2** Child engages in movement sequences with adult support. | **PK4.IX.A.2** Child coordinates sequence of movements to perform tasks. | Especially Party Robot |

### B. Fine Motor Development

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| **PK3.IX.B.1** Child experiments with a variety of fine motor tasks but may lack strength and control. | **PK4.IX.B.1** Child shows control of tasks that require small-muscle strength and control | Many lessons, especially: Colorful Drawing Book, A Kingdom Under the Sea, Hoseli's Magnet Map, Optical Illusions, Googly Eyes |
| **PK3.IX.B.2** Child shows emerging proficiency in tasks requiring eye-hand coordination. | **PK4.IX.B.2** Child shows increasing control of tasks that require eye-hand coordination. | |

### C. Personal Safety and Health

| PK3 Outcome | PK4 Outcome | Kide activity suggestions |
|---|---|---|
| | **PK4.IX.C.1** Child practices good habits of personal safety. | All of our lessons provide excellent opportunities to discuss safety with tools, substances etc |
| | **PK4.IX.C.2** Child practices good habits of personal health and hygiene. | Fruity Surprise, Getting Dressed for Autumn, Germs in Hiding, See our Movement lesson bundle, Stop and Go |
| | **PK4.IX.C.3** Child identifies good habits of nutrition and exercise. | |

No PK3 outcomes for this Domain.
However, Kide lessons are suitable for PK3.
Use our adaptation tips to simplify as needed.

## Domain X: Technology Applications

We are proud to say that we are screen free for children. Our practical, hands-on approach engages children and builds skills without the need for technology.

However, investigators may choose to present their learning using technology e.g. film a video, take photos or record a voice note.