

## Standards Correlations

# California Preschool Learning Foundations

Volumes 1, 2 and 3  
(4–5 year olds)



# 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



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 standards documents](#) for more details.

# How Kide Science Supports the California Preschool Learning Foundations



In this document, we will show you:

1. a summary of the **California Preschool Learning Foundations** standards we support.
2. how we specifically support each of the **Scientific Inquiry standards**, with Kide activities suggested for each.
3. suggested activities for all the **other standards** we support.

We have based our correlation upon the *California Preschool Learning Foundations, Volumes 1, 2 and 3* by California Department of Education, 2008.



Something missing?

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



### See how many of your **science foundations** 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 Science foundations, and we also have lessons to support many of the other domains.

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



FOUNDATIONS	We have lesson recommendations for:
<b>SCIENCE</b>	<b>95% of the domain</b>
Scientific Inquiry	14/14 foundations
Physical Sciences	10/10 foundations
Life Sciences	9/9 foundations
Earth Sciences	8/10 foundations



See how many of the **other foundations** 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.



FOUNDATIONS	We have lesson recommendations for:
<b>SOCIAL-EMOTIONAL DEVELOPMENT</b>	<b>79% of the domain</b>
Self	10/10 foundations
Social Interaction	11/12 foundations
Relationships	6/12 foundations
<b>LANGUAGE AND LITERACY*</b>	<b>58% of the domain</b>
Listening and Speaking	16/18 foundations
Reading	5/19 foundations
Writing	4/6 foundations
<b>ENGLISH-LANGUAGE DEVELOPMENT*</b>	<b>46% of the domain</b>
Listening	3/3 foundations
Speaking	6/8 foundations
Reading	2/10 foundations
Writing	2/2 foundations



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



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FOUNDATIONS	We have lesson recommendations for:
<b>MATHEMATICS</b>	<b>86% of the domain</b>
Number Sense	17/18 foundations
Classification and Patterning	2 /6 foundations
Measurement	5/5 foundations
Geometry	6/6 foundations
Mathematical Reasoning	2/2 foundations
<b>VISUAL AND PERFORMING ARTS</b>	<b>68% of the domain</b>
Visual Art	18/26 foundations
Music	14/18 foundations
Drama	2/10 foundations
Dance	18/22 foundations
<b>PHYSICAL DEVELOPMENT</b>	<b>100% of the domain</b>
Fundamental Movement Skills	16/16 foundations
Perceptual–Motor Skills and Movement Concepts	12/12 foundations
Active Physical Play	6/6 foundations





See how many of the **other foundations** 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.



FOUNDATIONS	We have lesson recommendations for:
<b>HEALTH</b>	<b>32% of the domain</b>
Health Habits	4/14 foundations
Safety	4/6 foundations
Nutrition	1/6 foundations
<b>HISTORY-SOCIAL SCIENCE</b>	<b>40% of the domain</b>
Self and Society	2/6 foundations
Becoming a Preschool Community Member (Civics)	8/8 foundations
Sense of Time (History)	0/8 foundations
Sense of Place (Geography and Ecology)	2/6 foundations
Marketplace (Economics)	0/2 foundations

# Lesson Recommendations



## Foundations in Science

According to the Preschool foundations, "*Through a planned, play-based, supportive environment, (children) expand their existing knowledge and experience of their everyday world.*" This is the very essence of Kide lessons: we bring play **into every lesson**. Children imagine and pretend that they are scientists, solving a range of exciting problems but developing inquiry skills together as a group with their peers.

We are proud to correlate with 95% of the **Science foundations**. Below are lesson recommendations for the foundations we support.

### Scientific Inquiry


#### 1.0 Observation and Investigation

At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.	1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	All lessons, see especially our <a href="#">observation activity bundle</a>
1.2 Observe objects and events in the environment and describe them.	1.2 Observe objects and events in the environment and describe them in greater detail.	
1.3 Begin to identify and use, with adult support, some observation and measurement tools.	1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.	Many lessons, for example <a href="#">Breathing Leaves</a> , <a href="#">Make it Rain</a> , <a href="#">Who Stole the Salt</a> , <a href="#">Measuring</a> , <a href="#">Foaming Colors</a> , <a href="#">Pi Hiding</a>
1.4 Compare and contrast objects and events and begin to describe similarities and differences.	1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.	Almost all lessons, for example <a href="#">Floating Problems</a> , <a href="#">Balancing Problems</a> , <a href="#">Hair Standing on End</a> , <a href="#">Colorful Drawing Book</a> , <a href="#">Magical Winter Garden</a> , <a href="#">Friction on the Slopes</a>
1.5 Make predictions and check them, with adult support, through concrete experiences.	1.5 Demonstrates an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).	See especially our <a href="#">Predictions activity bundle</a>
1.6 Make inferences and form generalizations based on evidence.	1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.	All lessons, see especially our <a href="#">Interpretation activity bundle</a>

















➔ Means we are working towards the skill. Our lessons provide an opportunity to practice this skill, but it is not the main focus.

Scientific Inquiry		
2.0 Documentation and Communication		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
 2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.	 2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.	<a href="#">Summer Sandcastles</a> <a href="#">Kindergarten of Shape Creatures</a> <a href="#">Getting Dressed for Autumn</a>
 2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	 2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.	All lessons
Physical Sciences		
1.0 Properties and Characteristics of Nonliving Objects and Materials		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
 1.1 Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	 1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects, and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	All lessons. See especially our <a href="#">observation activity bundle</a> and <a href="#">classification activity bundle</a>
2.0 Changes in Nonliving Objects and Materials		
 2.1 Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).	 2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).	<a href="#">Foaming Colors</a> <a href="#">Hot and Cold Bottles</a> <a href="#">Toy Troubles</a> <a href="#">Hoseli's Instant Sorbet</a> <a href="#">The Curious Colorful Rivers</a> <a href="#">Mrs Noblegas's Blob Soup</a> <a href="#">Bubbles</a>
 2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move.	 2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.	<a href="#">A Frantic Fall</a> <a href="#">Power of the Air</a> <a href="#">Safe Landing</a> <a href="#">Lift it Up</a> <a href="#">Friction on the Slopes</a>



## Life Sciences

### 1.0 Properties and Characteristics of Living Things

At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
 1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	 1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	See our <a href="#">Plants and Animals activity bundle</a>
 1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	 1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	<a href="#">Happy Heartbeat</a> <a href="#">Breathing Leaves</a> <a href="#">What makes a Living Thing</a>  See our activities about <a href="#">Ourselves</a>
 1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.	 1.3 Recognize that living things have habitats in different environments suited to their unique needs.	<a href="#">Habitat Hunting</a> <a href="#">Egg-straordinary Nest Building</a> <a href="#">Hiding in Plain Sight</a> <a href="#">A Freezing Surprise</a> <a href="#">Beehive</a>
 1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.	 1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and dying.	<a href="#">What makes a Living Thing</a> <a href="#">From Seed to Plant</a> <a href="#">Breathing Leaves</a> <a href="#">Flowers Business</a> <a href="#">Caring for a Pet Dog</a> <a href="#">Puppy Playtime</a>
<h3>2.0 Changes in Living Things</h3>		
 2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.	 2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).	<a href="#">What makes a Living Thing</a> <a href="#">Egg-straordinary Nest Building</a> <a href="#">From Seed to Plant</a>
 2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.	 2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).	<a href="#">From Seed to Plant</a> <a href="#">Caring for a Pet Dog</a> <a href="#">Egg-straordinary Nest Building</a> <a href="#">Fruity Surprise</a>



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Earth Sciences		
1.0 Properties and Characteristics of Earth Materials and Objects		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
<p>✔ 1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p>	<p>✔ 1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</p>	<p><a href="#">Summer Sandcastles</a>, <a href="#">Floating Problems</a>, <a href="#">Pressure in the Puddle</a>, <a href="#">Colorful Drawing Book</a>, <a href="#">What Stays Dry Under Water</a>, <a href="#">Who Stole the Salt</a>, <a href="#">Power of the Air</a>, <a href="#">Foam Eruption</a>, <a href="#">Force of the Wind</a> <a href="#">A Non-Existent Substance?</a></p>
2.0 Changes in the Earth		
<p>✔ 2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.</p>	<p>✔ 2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.</p>	<p><a href="#">Cloudy Skies</a> <a href="#">Spooky Shadows</a> <a href="#">How Do Rainbows Form?</a> <a href="#">Space Adventure</a></p>
<p>✔ 2.2 Notice and describe changes in weather.</p>	<p>✔ 2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.</p>	<p><a href="#">It's Raining!</a> <a href="#">Cloudy Skies</a> <a href="#">Magical Winter Garden</a> <a href="#">Force of the Wind</a> <a href="#">Hot and Cold Bottles</a></p>
<p>✔ 2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.</p>	<p>✔ 2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.</p>	<p><a href="#">Getting Dressed for Autumn</a> <a href="#">How Can I Protect Myself From the Rain?</a></p>
<p>✔ 2.4 Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.</p>	<p>➔ 2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment and participate in activities related to its care.</p>	<p><a href="#">Breathing Leaves</a></p>









# Lesson Recommendations



## Foundations in Social-Emotional Development





Our inquiry-based activities also support the development of Social-Emotional skills. These appear specifically within our relationship-themed lessons, and they also thread through every single activity we've ever written! By starting each activity with a story, our characters' feelings always provide a context to discuss social and emotional topics. In addition, our hands-on, collaborative approach provides many opportunities for children to practice problem solving together with their peers.

Whilst we don't claim to fully match, we do correlate with 79% of the Social-Emotional Development Foundations. Here you can find lesson suggestions for those.

Self		
1.0 Self-Awareness		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
 1.1 Describe their physical characteristics, behavior, and abilities positively.	 1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	All lessons. See especially our <a href="#">Relationships lesson bundle</a> and <a href="#">What's Your Superpower? Welcome to Supraland What Makes a Living Thing? (activity C)</a>
2.0 Self-Regulation		
 2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self control.	 2.1 Regulate their attention, thought feelings, and impulses more contently, although adult guidance is sometimes necessary.	All lessons, <a href="#">Collaboration</a> skills bundle <a href="#">Stop and Go</a>
3.0 Social and Emotional Understanding		
 3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.	 3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	All lessons, especially our <a href="#">Relationships lesson bundle</a>













Self (continued)		
4.0 Empathy and Caring		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
 4.1 Demonstrate concern for the needs of others and people in distress.	 4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.	All lessons help the story characters. For friendship skills and cooperation, see especially our <a href="#">Relationships lesson bundle</a>
5.0 Initiative in Learning		
 5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	 5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out	All lessons



Social Interaction		
1.0 Interactions with Familiar Adults		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	1.1 Participates in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction	This is at the heart of every single one of our lessons: as children play alongside the adults.
2.0 Interactions with Peers		
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	2.1 More actively and intentionally cooperate with each other.	All lessons, e.g. <a href="#">Happy Heartbeat</a> <a href="#">Foaming Colors</a> <a href="#">A Celebration Meal</a>
2.2 Participate in simple sequences pretend play.	2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	All lessons
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	Opportunities to develop this in all lessons
3.0 Group Participation		
3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	3.1 Participate positively and cooperatively as group members.	Many opportunities to discuss rules and expectations, for example, <a href="#">Stop and Go</a> <a href="#">Breathing Leaves</a> <a href="#">Collaboration</a> skills bundle
4.0 Cooperation and Responsibility		
4.1 Seek to cooperate with adult instructions but their capacities for self control are limited, especially when they are frustrated or upset.	4.1 Have growing capacities for self control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	All lessons



Relationships		
1.0 Attachment to Parents		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
 1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	 1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	Build connections to homes through our home experiments
2.0 Close Relationships with Teachers and Caregivers		
 2.1 Seek security and support from their primary teachers and caregivers.	 2.1. Take greater initiative in seeking the support of their primary teachers and caregivers.	All lessons
 2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.	 2.2 Contribute to positive mutual cooperation with primary teachers and caregivers cooperation.	In our lessons the teacher joins the children in their play, inquiring together to solve the story problems. This builds trust and cooperation between children and teachers.
3.0 Friendships		
 3.1 Choose to play with one or two special peers whom they identify as friends.	 3.1 Friendships are more reciprocal, exclusive, and enduring.	All lessons, especially our <a href="#">Relationships lesson bundle</a> <a href="#">True Friends</a> <a href="#">A Secret Friend</a>

# Lesson Recommendations



## Foundations in Language and Literacy

Kide correlates with 58% of the Language and Literacy Foundations.

The main focus of a Kide activity is to develop **inquiry skills**. These include the skill of **communication**: which is vital for Language and Literacy learning. 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 to model independent reading skills.

Following the story time children then play at being scientists to solve the problem. This play is essential for supporting the California Foundations which state that *"children should experience the kinds of interactions, relationships, activities, and play that research has shown to support successful learning and development."*

### Listening and Speaking











#### 1.0 Language Use and Conventions

At around 48 months of age (Children understand and use language to communicate with others effectively.)	At around 60 months of age (Children extend their understanding and usage of language to communicate with others effectively.)	Kide Lesson Recommendations
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	All lessons, for example <a href="#">Floating Problems</a> <a href="#">Measuring</a> <a href="#">Treasure Hunt</a> <a href="#">Egg-straordinary Nest Building</a>
1.2 Speak clearly enough to be understood by familiar adults and children.	1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	All lessons, especially <a href="#">Hello, Is Anybody Out There?</a>
1.3 Use accepted language style during communication with familiar adults and children.	1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	All lessons
1.4 Use language to construct short narratives that are real or fictional.	1.4 Use language to construct extended narratives that are real or fictional.	This is at the heart of our lessons, e.g. <a href="#">Journey into Imagination</a> <a href="#">Treasure Hunt</a>





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Listening and Speaking (continued)		
2.0 Vocabulary		
At around 48 months of age (Children develop age-appropriate vocabulary.)	At around 60 months of age (Children develop age-appropriate vocabulary.)	Kide Lesson Recommendations
 2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	 2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	All lessons, see especially our <a href="#">Language skills bundle</a> <a href="#">Floating Problems</a> <a href="#">Measuring</a> <a href="#">Treasure Hunt</a> <a href="#">Egg-straordinary Nest Building</a>
 2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	 2.2 Understand and use accepted words for categories of objects encountered in everyday life.	All lessons, e.g. <a href="#">From Seed to Plant</a> <a href="#">Getting Dressed for Autumn</a> <a href="#">Toy Troubles</a> <a href="#">Fruity Surprise</a>
 2.3 Understand and use simple words that describe the relations between objects.	 2.3 Understand and use both simple and complex words that describe the relations between objects.	Many lessons e.g. <a href="#">Floating Problems</a> <a href="#">Measuring</a> <a href="#">What's Your Superpower?</a> <a href="#">Hair Standing on End</a> <a href="#">A Celebration Meal</a>
3.0 Grammar		
At around 48 months of age (Children develop age-appropriate grammar.)	At around 60 months of age (Children develop age-appropriate grammar.)	Kide Lesson Recommendations
 3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	 3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	Opportunities to practice this through all lessons
 3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	 3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	







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Reading		
1.0 Concepts About Print		
At around 48 months of age (Children begin to recognize print conventions and understand that print carries meaning.)	At around 60 months of age (Children recognize print conventions and understand that print carries specific meaning.)	Kide Lesson Recommendations
➔ 1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	➔ 1.1 Display appropriate book-handling behaviors and knowledge of print conventions.	Opportunities to model these behaviors each lesson, during the shared read of our story letter.
➔ 1.2 Recognize print as something that can be read.	➔ 1.2 Understand that print is something that is read and has specific meaning.	
4.0 Comprehension Analysis of Age-Appropriate Text		
At around 48 months of age (Children demonstrate understanding of age-appropriate text read aloud.)	At around 60 months of age (Children demonstrate understanding of age-appropriate text read aloud.)	Kide Lesson Recommendations
✔ 4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	✔ 4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	All lessons, especially during the reporting phase
5.0 Literacy Interest and Response		
At around 48 months of age (Children demonstrate motivation for literacy activities.)	At around 60 months of age (Children demonstrate motivation for a broad range of literacy activities.)	Kide Lesson Recommendations
✔ 5.1 Demonstrate enjoyment of literacy and literacy-related activities.	✔ 5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	Developed through all lessons, during the story time and as children report back their ideas
✔ 5.2 Engage in routines associated with literacy activities.	➔ 5.2 Engage in more complex routines associated with literacy activities.	Opportunities to develop this using our stories, especially if they are printed out for children to access. See especially our <a href="#">Discovering Supraland story</a>



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Writing		
1.0 Writing Strategies		
At around 48 months of age (Children demonstrate emergent writing skills.)	At around 60 months of age (Children demonstrate increasing emergent writing skills.)	Kide Lesson Recommendations
 1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	 1.1 Adjust grasp and body position for increased control in drawing and writing.	<a href="#">Colorful Drawing Book</a> <a href="#">Hoseli's Magnet Map</a> <a href="#">Welcome to Supraland</a> <a href="#">Peculiar Creatures of the Forest</a>
 1.2 Write using scribbles that are different from pictures.	 1.2 Write letters or letter-shapes to represent words or ideas.	<a href="#">A Secret Friend (activity B)</a> <a href="#">True Friends</a> <a href="#">What Makes a Living Thing? (Activity B)</a> <a href="#">Pikkuli's Birthday Party</a>  There are opportunities to mark make in every lesson. Encourage children to 'write' their findings down to report back to our story characters.



# Lesson Recommendations



## Foundations in English-Language Development

Kide correlates with 46% of the Language Development Foundations.





The main focus of a Kide activity is on inquiry skills (including **communication**). This means we provide many opportunities for children to practice their English-Language Development Skills. Every single one of our lessons takes place in a new, imaginary social scenario, meaning that children have a playful, safe environment to understand social rules, communicate their ideas, listen to others, and together build meaning.

## Listening

1.0 Children listen with understanding.			
Beginning	Middle	Later	Kide Lesson Recommendations
<i>Focus: Beginning Words</i>			
1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.	Opportunities across all lessons
<i>Focus: Requests and directions</i>			
1.2 Begin to follow simple directions in English, especially when there are contextual cues.	1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.	1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.	All lessons
<i>Focus: Basic and advanced concepts</i>			
1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.3 Begin to demonstrate an understanding of words in English related to basic concepts.	1.3 Demonstrate an understanding of words in English related to more advanced concepts.	All lessons, especially from our <a href="#">Language skills</a> bundle







## Speaking

1.0 Children use nonverbal and verbal strategies to communicate with others.			
Beginning	Middle	Later	Kide Lesson Recommendations
 <i>Focus: Communication of needs</i>			
1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.	1.1 Combine nonverbal and some verbal communication to be understood by others (may code switch—that is, use the home language and English—and use telegraphic and/or formulaic speech).	1.1 Show increasing reliance on verbal communication in English to be understood by others.	All lessons, see especially our <a href="#">Communication activity bundle</a>
 <i>Focus: Vocabulary production</i>			
1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).	1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).	1.2 Use new English vocabulary to share knowledge of concepts.	All lessons
 <i>Focus: Conversation</i>			
1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).	1.3 Sustain a conversation in English about a variety of topics.	All lessons
 <i>Focus: Utterance length and complexity</i>			
1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.4 Use two- and three- word utterances in English to communicate.	1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).	All lessons



**Speaking (continued)**  Means we are working towards the skill. Our lessons provide an opportunity to practice this skill, but it is not the main focus.

1.0 Children use nonverbal and verbal strategies to communicate with others.			
Beginning	Middle	Later	Kide Lesson Recommendations
 <i>Focus: Grammar</i>			
1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), some times with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.5 Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English.	1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.	Opportunities to practice across all lessons
 <i>Focus: Inquiry</i>			
1.6 Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.6 Begin to use “what” and “why” questions in English, sometimes with errors.	1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.	All lessons
2.0 Children begin to understand and use social conventions in English.			
Beginning	Middle	Later	Kide Lesson Recommendations
 <i>Focus: Social Conventions</i>			
2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).	2.1 Demonstrate a beginning understanding of English social conventions.	2.1 Appropriately use words and tone of voice associated with social conventions in English.	Opportunities to practice across all lessons
3.0 Children use language to create oral narratives about their personal experiences.			
Beginning	Middle	Later	Kide Lesson Recommendations
 <i>Focus: Narrative Development</i>			
3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).	3.1 Produce simple narratives in English that are real or fictional.	All lessons



**Reading**

➤ Means we are working towards the skill. Our lessons provide an opportunity to practice this skill, but it is not the main focus.

1.0 Children demonstrate an appreciation and enjoyment of reading and literature.			
<b>Beginning</b>	<b>Middle</b>	<b>Later</b>	<b>Kide Lesson Recommendations</b>
✔ <i>Focus: Participate in read-aloud activity</i>			
1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.	1.1 Begin to participate in reading activities, using books written in English when the language is predictable.	1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).	All activities include a shared story time
2.0 Children show an increasing understanding of book reading.			
<b>Beginning</b>	<b>Middle</b>	<b>Later</b>	<b>Kide Lesson Recommendations</b>
✔ <i>Focus: Personal connections to the story</i>			
2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.	2.1 Begin to engage in extended conversations in English about stories.	Opportunities to practice across all lessons
2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	2.2 Retell a story using the home language and some English when read or told a story in English.	2.2 Retell in English the majority of a story read or told in English	
3.0 Children demonstrate an understanding of print conventions.			
<b>Beginning</b>	<b>Middle</b>	<b>Later</b>	<b>Kide Lesson Recommendations</b>
➤ <i>Focus: Book Handling</i>			
3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).	3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.	3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.	Opportunities to model this during the story time across all lessons



**Reading (continued)**

➤ Means we are working towards the skill. Our lessons provide an opportunity to practice this skill, but it is not the main focus.

4.0 Children demonstrate awareness that print carries meaning.			
Beginning	Middle	Later	Kide Lesson Recommendations
➤ <i>Focus: Environmental Print</i>			
4.1 Begin to recognize that symbols in the environment (class room, community or home) carry a consistent meaning in the home language or in English.	4.1 Recognize in the environment (class room, community, or home) some familiar symbols, words, and print labels in the home language or in English.	4.1 Recognize in the environment (class room, community, or home) an increasing number of familiar symbols, words, and print labels in English.	Display our flashcards to help with this, e.g., <a href="#">skills</a> , <a href="#">senses</a> , <a href="#">emotions</a> , <a href="#">seasons</a>

**Writing**

1.0 Children use writing to communicate their ideas.			
Beginning	Middle	Later	Kide Lesson Recommendations
➤ <i>Focus: Writing as communication</i>			
1.1 Begin to understand that writing can be used to communicate.	1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.	1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	See especially: <a href="#">A Secret Friend (activity B)</a> <a href="#">True Friends</a> <a href="#">What Makes a Living Thing? (Activity B)</a> <a href="#">Pikkuli's Birthday Party</a>
➤ <i>Focus: Writing to represent words or ideas</i>			
1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.	1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.	1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.	Opportunities to practice this when children report their findings e.g. <a href="#">Getting Dressed for Autumn</a>





# Lesson Recommendations



## Foundations in Mathematics









We correlate with 86% of the Mathematics Foundations.







The main focus of a Kide activity is to develop inquiry skills (which include measurement and classification.) These skills set the foundations for number sense, quantity and basic numerical relationships. The problems we pose to children also support their Geometry and Spatial skills too. We provide children with many opportunities to make sense of the world and solve mathematical situations they encounter in their everyday lives.

Number Sense		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
1.0 Children begin to understand numbers and quantities in their everyday environment.	1.0 Children expand their understanding of numbers and quantities in their everyday environment.	<a href="#">Counting activities</a> and <a href="#">Maths activities</a>
1.1 Recite numbers in order to ten with increasing accuracy.	1.1 Recite numbers in order to twenty with increasing accuracy.	<a href="#">It's Raining (Activity B)</a> <a href="#">A Secret Friend</a> Lava Pond <a href="#">Secret Messages</a> See also our <a href="#">Number Flashcards</a>
1.2 Begin to recognize and name a few written numerals.	1.2 Recognize and know the name of some written numerals.	
1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	<a href="#">Sugary Problems</a> <a href="#">Hoseli's Journey (activity B)</a> <a href="#">Cave Conundrum (activity A)</a> <a href="#">Who Stole the Salt?</a> <a href="#">Floating Problems</a>
1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	
1.5 Use the number name of the last object counted to answer the question, "How many . . . ?"	1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).	












➔ Means we are working towards the skill. Our lessons provide an opportunity to practice this skill, but it is not the main focus.

Number Sense (continued)		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
2.0 Children begin to understand number relationships and operations in their everyday environment.	2.0 Children expand their understanding of number relationships and operations in their everyday environment.	See especially our <a href="#">Counting activities</a> and <a href="#">Maths activities</a>
 2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, "more" or "same."	 2.1 Compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer" (or "less").	<a href="#">A Secret Friend</a> <a href="#">Crab Walk</a> <a href="#">Lava Pond</a> <a href="#">Sugary Problems</a> <a href="#">Kindergarten of Shape Creatures</a>
 2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	 2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	
 2.3 Understand that putting two groups of objects together will make a bigger group.	 2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	
 2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	 2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	<a href="#">A Secret Friend</a>

Algebra and Functions (Classification and Patterning)		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
1.0 Children begin to sort and classify objects in their everyday environment.	1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.	
 1.1 Sort and classify objects by <i>one</i> attribute into two or more groups, with increasing accuracy.	 1.1 Sort and classify objects by <i>one or more</i> attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).	<a href="#">Classification activity bundle</a>
2.0 Children begin to recognize simple, repeating patterns.	2.0 Children expand their understanding of simple, repeating patterns.	
 2.1 Begin to identify or recognize a simple repeating pattern.	 2.1 Recognize and duplicate simple repeating patterns.	Children are noticing patterns when classifying. See our <a href="#">Classification activity bundle</a>
 2.2 Attempt to create a simple repeating pattern or participate in making one.	 2.2 Begin to extend and create simple repeating patterns.	



Measurement		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
1.0 Children begin to compare and order objects.	1.0 Children expand their understanding of comparing, ordering, and measuring objects.	See especially our <a href="#">measurement activity bundle</a>
 1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as <i>bigger</i> , <i>longer</i> , <i>heavier</i> , or <i>taller</i> , or by placing objects side by side to compare length.	 1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	For example: <a href="#">Measuring Make It Rain Growing Dino Optical Illusions? Activity B)</a>
 1.2 Order three objects by size.	 1.2 Order four or more objects by size.	<a href="#">Measuring Breathing Leaves Balancing Problems Halloween: Wake up the Ghost!</a>
---	 1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.	<a href="#">Optical Illusions? Activity B) Pressure in the Puddle (activity B) Force of the Wind</a>

Geometry		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
1.0 Children begin to identify and use common shapes in their everyday environment.	1.0 Children identify and use a variety of shapes in their everyday environment.	<a href="#">Kindergarten of Shape Creatures, Bubbles!, Spooky Shadows, Peculiar Creatures of the Secret Forest The Great Inventors of the Secret Forest Planning an Escape, Egg-straordinary Nest Building, Beehive</a>
 1.1 Identify simple two-dimensional shapes, such as circle and square.	 1.1 Identify, describe and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	<a href="#">Kindergarten of Shape Creatures Egg-straordinary Nest Building</a>
 1.2 Use individual shapes to represent different elements of a picture or design.	 1.2 Combine different shapes to create a picture or design.	<a href="#">Spooky Shadows Peculiar Creatures of the Secret Forest Pi Hiding (Activity B) The Great Inventors of the Secret Forest Planning an Escape Toy Troubles</a>



Geometry		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
1.0 Children begin to identify and use common shapes in their everyday environment.	1.0 Children identify and use a variety of shapes in their everyday environment.	<a href="#">Kindergarten of Shape Creatures</a> , <a href="#">Bubbles!</a> , <a href="#">Spooky Shadows</a> , <a href="#">Peculiar Creatures of the Secret Forest</a> , <a href="#">The Great Inventors of the Secret Forest</a> , <a href="#">Planning an Escape</a> , <a href="#">Egg-straordinary Nest Building</a> , <a href="#">Beehive</a>
1.1 Identify simple two-dimensional shapes, such as circle and square.	1.1 Identify, describe and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	<a href="#">Kindergarten of Shape Creatures</a> , <a href="#">Egg-straordinary Nest Building</a>
1.2 Use individual shapes to represent different elements of a picture or design.	1.2 Combine different shapes to create a picture or design.	<a href="#">Spooky Shadows</a> , <a href="#">Peculiar Creatures of the Secret Forest</a> , <a href="#">Pi Hiding (Activity B)</a> , <a href="#">The Great Inventors of the Secret Forest</a> , <a href="#">Planning an Escape</a> , <a href="#">Toy Troubles</a>
2.0 Children begin to understand positions in space.	2.0 Children expand their understanding of positions in space.	
2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	<a href="#">A Celebration Meal</a> , <a href="#">Welcome to Supraland</a> , <a href="#">A Floaty Drink</a> , <a href="#">Where are you, Hoseli?</a> , <a href="#">A Space Adventure</a>

Mathematical Reasoning		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.	1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	Opportunities to develop this through all of our hands-on activities

# Lesson Recommendations



## Foundations in the Visual and Performing Arts














We develop inquiry skills through STEAM activities, including Art. And we do this in a playful, imaginary way, where children can use drama to pretend that they are investigators. Therefore, our activities provide the opportunity for children to practice many of California's Visual and Performing Arts Foundations, 68% of them in fact.

➤ Means we are working towards the skill. Our lessons provide an opportunity to practice this skill, but it is not the main focus.

Visual Art		
1.0 Notice, Respond, and Engage		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
➤ 1.1 Notice and communicate about objects or forms that appear in art.	➤ 1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	See our <a href="#">Arts bundle</a> , for example <a href="#">Peculiar Creatures of the Forest</a>
✔ 1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	✔ 1.2 Begin to plan art and show increasing care and persistence in completing it.	See our <a href="#">Arts bundle</a> , for example <a href="#">Peculiar Creatures of the Forest</a> , <a href="#">Winter Garden</a> , <a href="#">Cave Paintings</a> , <a href="#">Crystal Rain</a> , <a href="#">Hide and Seek</a>
➤ 1.3 Enjoy and engage with displays of visual art, inside or outside the class room. Begin to express preferences for some art activities or materials.	➤ 1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	<a href="#">Milky Pond Painting</a>
➤ 1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	➤ 1.4 Choose own art for display in the classroom or for inclusion in a port folio or book and explain her or his ideas in some detail.	<a href="#">Colorful Drawing Book</a> <a href="#">Peculiar Creatures of the Forest</a>
2.0 Develop Skills in Visual Art		
✔ 2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	✔ 2.1 Draw single circle and add lines to create representations of people and things.	<a href="#">Colorful Drawing Book</a> <a href="#">A Kingdom Underneath the Ice</a> <a href="#">Hoseli's Magnet Map</a> <a href="#">Welcome to Supraland</a>
✔ 2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	✔ 2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	



➔ Means we are working towards the skill. Our lessons provide an opportunity to practice this skill, but it is not the main focus.

Visual Art (continued)		
2.0 Develop Skills in Visual Art (continued)		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
 2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	 2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	<a href="#">Egg-straordinary Nest-Building</a> <a href="#">An Exact Science</a> <a href="#">Foam Eruption</a> <a href="#">The Curious Colorful Rivers</a> <a href="#">Summer Sandcastles</a>
 2.4 Begin to use paper and other materials to assemble simple collages.	 2.4 Use paper and other materials to make two and three-dimensional assembled works.	<a href="#">Welcome to Supraland</a> <a href="#">Spooky Shadows</a> <a href="#">Sugar Castles</a> <a href="#">Planes, Trains and Hot Air Balloons</a> <a href="#">Journey into Imagination</a>
 2.5 Begin to recognize and name materials and tools used for visual arts.	 2.5 Recognize and name materials and tools used for visual arts.	See our <a href="#">Arts bundle</a>
 2.6 Demonstrate some motor control when working with visual arts tools.	 2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.	<a href="#">Colorful Drawing Book</a> <a href="#">Digging up Dinosaurs</a> <a href="#">Googly Eye Mystery</a>
3.0 Create, Invent, and Express Through Visual Art		
 3.1 Create art and sometimes name the work.	 3.1 Intentionally create content in a work of art.	See our <a href="#">Arts bundle</a> , for example <a href="#">Peculiar Creatures of the Forest</a> <a href="#">Winter Garden</a> <a href="#">Cave Paintings</a> <a href="#">Crystal Rain</a> <a href="#">Colorful Drawing Book</a> <a href="#">Googly Eye Mystery</a>
 3.2 Begin to draw figures or objects.	 3.2 Draw more detailed figures or objects with more control of line and shape.	
 3.3 Begin to use intensity of marks and color to express a feeling or mood.	 3.3 Use intensity of marks and color more frequently to express a feeling or mood.	





➔ Means we are working towards the skill. Our lessons provide an opportunity to practice this skill, but it is not the main focus.



Music		
1.0 Notice, Respond, and Engage		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
✔ 1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe.	✔ 1.1 Verbally reflect on music and describe music by using an expanded vocabulary.	<a href="#">Happy Heartbeat</a> <a href="#">Make Some Music</a>
✔ 1.2 Recognize simple repeating melody and rhythm patterns.	✔ 1.2 Demonstrate more complex repeating melody and rhythm patterns.	
✔ 1.3 Identify the sources of a limited variety of musical sounds.	✔ 1.3 Identify the sources of a wider variety of music and music like sounds.	
✔ 1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	✔ 1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.	<a href="#">Stop and Go</a> , <a href="#">Lava Pond</a> , <a href="#">Party Robot</a> , <a href="#">True Friends</a> <a href="#">Happy Heartbeat</a>
2.0 Develop Skills in Music		
➔ 2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	➔ 2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	<a href="#">Hello is Anybody Out There?</a> <a href="#">Eggy Mystery</a> <a href="#">Make It Rain</a>
➔ 2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	➔ 2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.	Opportunities in for example <a href="#">True Friends</a> <a href="#">Planes, Trains and Hot Air Balloons</a>
3.0 Create, Invent, and Express Through Music		
✔ 3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	✔ 3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	<a href="#">Happy Heartbeat</a> <a href="#">Make Some Music</a>
✔ 3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	✔ 3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	<a href="#">Stop and Go</a> , <a href="#">Lava Pond</a> , <a href="#">Party Robot</a> , <a href="#">True Friends</a> , <a href="#">Happy Heartbeat</a>
✔ 3.3 Improvise vocally and instrumentally.	✔ 3.3 Explore, improvise, and create brief melodies with voice or instrument.	Opportunities in for example <a href="#">True Friends</a> , <a href="#">Make Some Music</a> <a href="#">Happy Heartbeat</a>



**Music (continued)****3.0 Create, Invent, and Express Through Music**

<b>At around 48 months of age</b>	<b>At around 48 months of age</b>	<b>Kide Lesson Recommendations</b>
 3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	 3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	<a href="#">Happy Heartbeat</a> <a href="#">Make Some Music</a>
 3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	 3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	<a href="#">Stop and Go</a> , <a href="#">Lava Pond</a> , <a href="#">Party Robot</a> , <a href="#">True Friends</a> , <a href="#">Happy Heartbeat</a>
 3.3 Improvise vocally and instrumentally.	 3.3 Explore, improvise, and create brief melodies with voice or instrument.	Opportunities in for example <a href="#">True Friends</a> , <a href="#">Happy Heartbeat</a> , <a href="#">Make Some Music</a>

**Drama****2.0 Develop Skills to Create, Invent, and Express Through Drama**

<b>At around 48 months of age</b>	<b>At around 48 months of age</b>	<b>Kide Lesson Recommendations</b>
 2.1 Demonstrate basic role-play skills with imagination and creativity.	 2.1 Demonstrate extended role-play skills with increased imagination and creativity.	Opportunities across all our lessons through scientist role play. See also: <a href="#">Stop and Go</a> , <a href="#">Puppy Playtime</a> , <a href="#">Caring for A Pet Dog</a> , <a href="#">Lava Pond</a> <a href="#">Space Adventure</a> , <a href="#">Flowery Business</a> <a href="#">(activity C)</a>





Dance		
1.0 Notice, Respond, and Engage		
At around 48 months of age	At around 48 months of age	Kide Lesson Recommendations
 1.1 Engage in dance movements.	 1.1 Further engage and participate in dance movements.	<a href="#">Party Robot</a> , <a href="#">Lava Pond</a> <a href="#">Flowery Business (activity C)</a>
 1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	 1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.	<a href="#">Party Robot</a>
 1.4 Explore and use different steps and movements to create or form a dance.	 1.4 Use understanding of different steps and movements to create or form a dance.	<a href="#">True Friends</a> , <a href="#">Party Robot</a>
2.0 Develop Skills in Dance		
 2.1 Begin to be aware of own body in space.	 2.1 Continue to develop awareness of body in space.	<a href="#">Party Robot</a> <a href="#">Lava Pond</a> <a href="#">Flowery Business (activity C)</a> <a href="#">True Friends</a> <a href="#">Where Are You, Hoseli?</a> <a href="#">Crab Walk</a>
 2.2 Begin to be aware of other people in dance or when moving in space.	 2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.	
 2.3 Begin to respond to tempo and timing through movement.	 2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.	<a href="#">Party Robot</a> <a href="#">Lava Pond</a>
3.0 Create, Invent, and Express Through Dance		
 3.1 Begin to act out and dramatize through music and movement patterns.	 3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	<a href="#">Party Robot</a> <a href="#">Lava Pond</a> <a href="#">Flowery Business (activity C)</a> <a href="#">True Friends</a>
 3.2 Invent dance movements.	 3.2 Invent and recreate dance movements.	
 3.3 Improvise simple dances that have a beginning and an end.	 3.3 Improvise more complex dances that have a beginning, middle, and an end.	



# Lesson Recommendations



## Foundations in Physical Development





The California Foundations state that *“Physical development allows children to engage with others, to explore, to learn, and to play. It is critical to children’s overall development and to important public health challenges.”*





To support this, we have brought our inquiry skills into physical health activities too! We correlate with 100% of the Physical Development Standards. On the following pages you can find a list of activity suggestions for the foundations we support.

Fundamental Movement Skills		
1.0 Balance		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
1.1 Maintain balance while holding still; sometimes may need assistance.	1.1 Show increasing balance and control when holding still.	<a href="#">Party Robot, Off-Balance (activity A), Carousel (activity A)</a>
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	<a href="#">Party Robot Crab Walk</a>
2.0 Locomotor Skills		
2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).	See our <a href="#">Movement activity bundle</a>
2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.	
2.3 Jump for height (up or down) and for distance with beginning competence.	2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	





Fundamental Movement Skills (continued)		
3.0 Manipulative Skills		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
 3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing under- hand, bouncing, catching, striking, throwing overhand, and kicking.	 3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	<a href="#">Crab Walk</a> <a href="#">Party Robot</a> <a href="#">Puppy Playtime</a>
 3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	 3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	Almost all lessons, for example <a href="#">Finding Dinosaur Fossils</a> <a href="#">Sugary Problems</a> <a href="#">Growing Dino</a> <a href="#">Make It Rain</a> <a href="#">Getting Dressed For Autumn</a>

Perceptual–Motor Skills and Movement Concepts		
1.0 Body Awareness		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
 1.1 Demonstrate knowledge of the names of body parts.	 1.1 Demonstrate knowledge of an increasing number of body parts.	<a href="#">Crab Walk</a> <a href="#">Party Robot</a> <a href="#">Puppy Playtime</a>
2.0 Spatial Awareness		
 2.1 Use own body as reference point when locating or relating to other people or objects in space.	 2.1 Use own body, general space, and other people’s space when locating or relating to other people or objects in space.	<a href="#">Party Robot</a> <a href="#">Lava Pond</a> <a href="#">Flowery Business (activity C)</a> <a href="#">True Friends</a> <a href="#">Where Are You, Hoseli?</a> <a href="#">Space Adventure</a>



**Perceptual–Motor Skills and Movement Concepts (continued)**

3.0 Directional Awareness

At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
3.1 Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”).	3.1 Begin to understand and distinguish between the sides of the body.	<p style="text-align: center;"> <a href="#">Where Are You, Hoseli?</a>  <a href="#">Stop and Go</a>  <a href="#">Space Adventure</a>  <a href="#">Party Robot</a>  <a href="#">A Celebration Meal</a>  <a href="#">Crab Walk</a> </p> <p style="text-align: center;">*<a href="#">Hoseli's Googly Eye Mystery</a></p>
3.2 Move forward and backward or up and down easily.	3.2 Can change directions quickly and accurately.	
3.3 Can place an object on top of or under something with some accuracy.	3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	
3.4 Use any two body parts together.	3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.	

**Active Physical Play**

1.0 Active Participation

At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	1.1 Initiate more complex physical activities for a sustained period of time.	<p style="text-align: center;">See our <a href="#">Movement activity bundle</a></p>

2.0 Cardiovascular Endurance

2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	<p style="text-align: center;">See our <a href="#">Movement activity bundle</a>. Especially <a href="#">Happy Heartbeat</a></p>
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3.0 Muscular Strength, Muscular Endurance, and Flexibility

3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	<p style="text-align: center;">See our <a href="#">Movement activity bundle</a></p>
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# Lesson Recommendations







## Foundations in Health

You may have now gathered that Kide focuses on developing children's **inquiry skills!** But this doesn't mean that we cannot use these skills to help support children's foundations in health.

We have developed several lessons that introduce inquiries about health topics. And so, we agree that "*Preschool educators can model and encourage healthy habits and practices that children can adopt and use for a lifetime.*" Many of our lessons also present the opportunity for children to regularly practice healthy behaviors routinely. This is encouraged in the Foundations to embed a child's understanding of health-related issues over time, rather than only explore it in just one lesson.



For the foundations that we do support (32% of them), see our lesson recommendations below.



➤ Means we are working towards the skill. Our lessons provide an opportunity to practice this skill, but it is not the main focus.

Health Habits		
1.0 Basic Hygiene		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
 1.1 Demonstrate knowledge of some steps in the handwashing routine.	 1.1 Demonstrate knowledge of more steps in the handwashing routine.	<a href="#">Germs in Hiding</a> Other messy lessons would give a good context to practice this skill. E.g. <a href="#">Toy Troubles</a>
 1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	 1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	Developed through lessons such as: <a href="#">Germs in Hiding</a> <a href="#">Fruity Surprise</a>
3.0 Knowledge of Wellness		
 3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	 3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	<a href="#">Happy Heartbeat</a> <a href="#">Breathing Leaves</a> <a href="#">Finding Dinosaur Fossils</a>



➤ Means we are working towards the skill. Our lessons provide an opportunity to practice this skill, but it is not the main focus.

Safety		
1.0 Injury Prevention		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
 1.1 Follow safety rules with adult support and prompting.	 1.1 Follow safety rules more independently though may still need adult support and prompting.	Opportunities to discuss across lessons.
 1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	 1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	<a href="#">Stop and Go</a>

Nutrition		
1.0 Nutrition Knowledge		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
 1.1 Identify different kinds of foods.	 1.1 Identify a larger variety of foods and may know some of the related food groups.	<a href="#">Fruity Surprise</a> <a href="#">Cave Paintings</a>





# Lesson Recommendations



## Foundations in History-Social Science









One of our main aims at Kide Science is to empower children to act like real Scientists: to see the impact they can have in solving problems for the world: whether it is our imaginary world Supraland, or the real world. They learn to work together with in their community of scientist friends, they make observations of the world around them, notice change over time, and learn to make comparisons. This all helps to build crucial foundational skills for their social studies learning.

We don't claim to *fully* match the History-Social Science Foundations, but for those we do support (40% of them), you can find lesson recommendations below.

Self and Society		
2.0 Relationships		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
 <p>2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.</p>	 <p>2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</p>	<p>See our activity bundles about <a href="#">Relationships</a> and <a href="#">Communication</a></p>





Becoming a Preschool Community Member (Civics)			
1.0 Skills for Democratic Participation			
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations	
<p> 1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.</p>	<p> 1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.</p>	<p>All lessons</p> <p>See especially our activities for <a href="#">Collaboration and Relationships</a></p>	
2.0 Responsible Conduct			
<p> 2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.</p>	<p> 2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.</p>		
3.0 Fairness and Respect for Other People			
<p> 3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p>	<p> 3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p>		
4.0 Conflict Resolution			
<p> 4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.</p>	<p> 4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p>		



➔ Means we are working towards the skill. Our lessons provide an opportunity to practice this skill, but it is not the main focus.

Sense of Time (History)		
2.0 Relationships		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
➔ 1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	➔ 1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.	<a href="#">Finding Dinosaur Fossils</a> <a href="#">Cave Paintings</a>

Sense of Place (Geography and Ecology)		
1.0 Navigating Familiar Locations		
At around 48 months of age	At around 60 months of age	Kide Lesson Recommendations
➔ 1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	➔ 1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.	<a href="#">Planes, Trains and Hot Air Balloons</a> <a href="#">Welcome to Supraland</a>
2.0 Caring for the Natural World		
➔ 2.1 Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	➔ 2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).	<a href="#">Breathing Leaves</a>  See also our <a href="#">Outdoors activities</a>
3.0 Understanding the Physical World Through Drawings and Maps		
✔ 3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.	✔ 3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.	<a href="#">Northbound</a> <a href="#">Hoseli's Magnet Map</a> <a href="#">Welcome to Supraland</a> <a href="#">Planes, Trains and Hot Air Balloons</a>

