

## **Peace Throughout the Year**

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### **Overview**

I developed *Peace Throughout the Year* to be taught in my kindergarten classroom beginning in September. This unit will help to build community in the classroom, which is so important for setting the tone for a positive year. Through this unit, students will learn life skills such as getting along with others, tolerance, and the importance of kindness. We live in a violent world, and often the peaceful environment we strive for in the classroom is very different from the environment students encounter at home or on the street. The goals of this unit are for students to understand what peace is, learn about celebrations related to peace, learn about famous peacemakers, and learn what they can do to make our classroom and our world more peaceful.

### **Rationale**

The most difficult aspect of being a kindergarten teacher is not teaching 5 and 6 year olds reading, math, science, and social studies. The most difficult part of being a kindergarten teacher is taking 24 small children from very different backgrounds and teaching them how to get along with one another and acclimate to the peaceful environment of Pittsburgh Montessori. The parents of my students have very different views on how their children should handle problems that they have with other children in our class. Some parents tell their children to use their words when someone hurts them with words or actions. Other parents tell their children if someone hits them first, they should hit the other child back. It is always difficult to teach children who have been taught “an eye for an eye” that that is not the way we solve problems in our school. I wrote this unit with the

intention of purposely working towards creating a culture of peace in my classroom in September and then continue to celebrate peace throughout the year.

We live in a violent world, and many children are exposed to violence at an early age. Homicide rates for young men in the United States are 73 times greater than those of similar nations. The third leading cause of death among all children ages five to fourteen is homicide; for black youth, it is the number one cause of death. Each day in the United States, ten children are killed by gunfire (Groves 21). In addition, children are exposed to countless violent acts on television. A study done in Washington, D.C. in 1995 showed that the times of day that TV was the most violent were six to nine a.m. and two to five p.m., which are times before and after school when young children are often watching television. There have been numerous studies showing the ill effects of media violence on children, and how watching violence on TV impacts their behavior (Groves 24).

When young children witness violence, their view of the world is changed, and this can impact their behavior in many ways (Groves 7). There are many factors that influence the effect that witnessing violence has on children, including the age of the child, the reaction of the caregiver, and the level of the child's exposure. Was it violence in the media, violence in the community, or violence in the home? Although all three types of violence affect children, exposure to violence in the home is more detrimental than the other two types. When children are repeatedly exposed to violence in the home, they begin to see the world as volatile, hazardous, and unsafe. They begin to feel that there is no safe place for them. Some children are constantly on edge, just waiting for something bad to happen. Children like this who are constantly in fight or flight mode often have difficulty concentrating in school, are often preoccupied, and may be highly active or restless (Groves 47).

The question that arises, after reading those statistics, is why is there so much conflict and violence in the world? Ury states that conflict arises from frustrated needs, such as a lack of food, love, safety, or freedom (118). Conflicts then escalate when people do not have the necessary skills to resolve the conflict. As teachers know, in addition to not having their basic needs met, many students often lack the kinds of social skills that are necessary to solve problems without using their fists. Students resort to violence because they don't know any differently. They don't know any other way to react when they feel frustrated or threatened.

Children are often told by adults to use their words and not hit, but on TV they see examples of people (or cartoon characters) doing just the opposite and solving their problems through violence. These opposing messages confuse children. It is difficult for them to see one thing on TV and to hear another message from adults in their lives, and for adults to expect them to choose to follow the path of non-violence. Not only that, but telling children to use their words is not enough. Children need to have numerous opportunities to amass a collection of positive social skills and behaviors that they can use when they become frustrated or engaged in conflict (Levin 17).

According to Levin, the most important element in creating a peaceful classroom is creating an environment in which children feel safe. Children need to feel that “my body is safe, my feelings are safe, my thoughts, ideas, and words are safe, and my work (the things I make and materials I use) is safe” (Levin 32). One can not teach young children to be peaceful in an environment where they feel insecure or that they are in harm’s way. Many children do not feel safe at home or in their neighborhoods; teachers must work to create an environment in the classroom where children can relax without fearing for their safety. One way Levin suggests doing this is to create a classroom rule that everyone must feel safe. Teachers then need to teach children how to keep themselves and their classmates’ bodies, feelings, thoughts, ideas, words, and work safe. Teachers also need to work with students to help them decide whether behaviors are appropriate based on whether or not they infringe on anyone’s right to feel safe in the classroom (Levin 34).

There are many ways that teachers, parents and caregivers can help children cope with exposure to violence. Children often just need someone to listen to them. They need someone to listen to what they’ve experienced and their fears about the future. Children often feel a sense of relief once they have shared what is bothering them with a trusted adult and no longer feel like they are carrying the burden of the violence alone (Groves 80). Groves offers six suggestions for creating a safer world for our children: provide children with steady, predictable, and loving relationships from birth onward, give children and families access to professionals to assist in healing from the effects of exposure to violence, adults must set standards of respect and nonviolence for children, reduce poverty in the United States, make violence against women and children unacceptable, and make all adults advocates for children’s safety and wellbeing (128).

Fortunately, skills to diffuse conflicts can be taught so that children can learn to mediate their own disagreements. More than five thousand schools in the United States have trained peer mediators who help students resolve disputes. These programs have a high success rate, and in many schools have reduced

incidents of violence and the number of suspensions (Ury 12). In addition to teaching students problem solving skills, we can also teach students to be tolerant of others and to respect their differences. We can also show children that violence does not solve problems by showing them the results of violent acts: injury, jail time, and death.

Weingarten states that there are several practices children and adults can use to transform violence to peace. These are skills, including nonviolence, forgiveness, and reconciliation, that teachers can teach children to use in the classroom to create a more peaceful environment. Nonviolence is defined as the refusal to participate in causing any kind of harm to others. Forgiveness is excusing someone for an offense that has been committed, and it often leads to both the perpetrator and the victim feeling a sense of closure. Reconciliation is the process of bringing two opposing sides into agreement (171). Obviously, these are not only skills that are valuable in the classroom, but also throughout life. As Ury states, "Violence is not the only contagious phenomenon. So is cooperation" (13).

## **Objectives**

My main goals for this unit are for students to understand what peace is and how they can make the world more peaceful. I want my students to understand that while we are all unique, we have much more in common than we have different. I also want my students to understand the impact that their actions have on others, and how they can create peace through small acts of kindness.

In September while our focus holiday is The International Day of Peace, the students will be able to explain what peace is, and begin to be able to explain or demonstrate how they can make the world more peaceful. In November, when our holidays are Veterans Day and World Kindness Day, the students will discuss how war and peace affect people around the world and also how random acts of kindness affect people. When we study famous peacemakers as part of Black History month, students will be able to name famous peacemakers, explain how their actions changed the world, and discuss how they can apply the lessons they learned from the famous peacemakers' lives. In April when we celebrate Earth Day, students will compare and contrast peaceful and non-peaceful environments, discuss ways to make the environment more peaceful, and continue our discussion of how they can make the environment and the world more peaceful.

## **Strategies**

There are many instructional strategies I will use throughout my unit. I will read a variety of children's books about peace to help students understand this abstract

concept. We will have class discussions and role play different scenarios. After reading stories and discussing peaceful characters, we will discuss and chart the character's peaceful actions, as well as role play how students can choose to be peaceful instead of violent when conflict arises in order to make the world more peaceful. Also, I will have students use Venn diagrams to compare and contrast peace and conflict, as well as peaceful and not peaceful environments. When comparing environments, I will use pictures to show students examples of peaceful and non-peaceful environments. I will use a KWL chart when we are learning about famous peacemakers. When we begin that portion of the unit, I will chart what the students already know about peacemakers and what they want to learn. When we finish that section of the unit, we will chart what they have learned about peacemakers.

I will also utilize class meetings throughout the year to teach children conflict resolution skills and to guide them to solve problems that arise in the classroom. Kindergarten children are very egocentric and often have difficulty connecting their actions to consequences. They only see situations from their own point of view. In *Teaching Young Children in Violent Times: Building a Peaceable Classroom*, Levin suggests that teachers can help young children become more empathetic and compassionate is through the use of class discussions during classroom meetings to solve problems. By using class meetings to involve students in solving class problems, teachers can guide children through the process of solving problems peacefully. Also, students take ownership of the solutions they come up with because they came up with the ideas themselves. Students do not feel that a solution to their problems is being imposed on them by an adult, but that they are solving their own problem. This helps children build that repertoire of social skills and behaviors that are necessary in order to solve their own problems independently in the future. In addition, Levin states that the best way for young children to learn about peace is through direct experiences because it is such an abstract concept. By using class meetings to solve real life problems, students begin to develop the necessary skills to solve their own problems without resorting to violence (59).

## **Classroom Activities**

### September

When considering how I wanted to begin my unit, I thought about what an important and busy time September is in the classroom, when teachers are establishing routines and getting to know their students. International Day of Peace is celebrated on September 21, and this will be the first celebration of peace that I focus on in my unit. The International Day of Peace was established in 1981 by the United Nations, and the first International Day of Peace was

celebrated in 1982. The purpose of the holiday is to celebrate the progress we have made towards creating a culture of peace in the world and to remind people around the world of our commitment to peace. I want my students to understand what peace is and begin to lay the groundwork for what children can do to contribute to making our world more peaceful. In addition, I feel that by creating a peaceful classroom, I will be setting the tone for the rest of the year as well as building community. By spending so much time on this topic, at the beginning of the school year, students and parents will all be on the same page about the culture of peace in our classroom.

My objectives for September are for students to be able to explain what peace is and how they can make the world more peaceful. To begin my unit, I will explain to the students that we are going to work very hard to make our classroom a peaceful place this year. To help my students understand what peace is, I will read *What Does Peace Feel Like*. After reading and discussing the book, I will have the students brainstorm ideas for what peace feels like, smells like, looks like, sounds like, and tastes like. We will then discuss ways that we can use the ideas we came up with to create a Peace Corner in our room. I will have the students help to create a multi-sensory bulletin board to represent their ideas for what peace feels like, smells like, looks like, sounds like, and tastes like in a quiet corner of my room. Although I can't be sure what this will look like exactly until the students come up with their list of ideas and actually create the Peace Corner, I'm imagining that this will contain drawings and pictures of peaceful places, pictures of peaceful foods, and examples of things that feel like peace, such as stuffed animals or cotton balls. I also envision this corner having a CD player to play soft music and possibly fresh flowers or potpourri to engage the other senses.

In the following days, I will read *Somewhere in the World Today: A Book of Peace*, *The Big Book for Peace*, and *Peace Begins With You*. As we read these books, we will keep an ongoing list of examples of peaceful acts in the stories and begin our own list of peaceful acts in the classroom. We will also begin a list of alternatives to violence when we are frustrated or upset. During this time, when conflicts arise in the classroom, I will engage the students in helping me and the children involved solve the problem at hand.

On September 21, we will celebrate The International Day of Peace and the work we have done so far to create a culture of peace in our classroom. In preparation for this event, we will create Pinwheels for Peace, as over a million people did last year, and plant them around our peace garden. We will hold a peace ceremony in our school's peace garden around the Peace Pole. At noon, we will join individuals around the world in a minute of silence to reflect on our dedication to making our classroom a peaceful environment.

## November

In November, I will use Veteran's Day and World Kindness Day to discuss how war and peace affect people around the world, and the affect that individuals can have on others. I want my students to understand the impact that veterans have had on the freedom and peace that we enjoy today, and that they can bring peace and joy to others by committing random acts of kindness. In her book *Common Shock*, Weingarten tells the story of walking down the street with a child when the child finds a penny on the ground and feels quite lucky. Weingarten asks the child how she thought the penny got there, and told her that she could be a penny dropper so that other people could find her pennies. The child thoroughly enjoyed dropping pennies for others to find, and surely the finders of the pennies felt lucky when they found the pennies (230). This is one small example of how children can perform random acts of kindness for others. People often feel that there is so much violence in the world that they can not possibly make a difference. However, if each person did his part to bestow small kindnesses upon one other person each day, think about how quickly that would add up! By teaching children to be compassionate and think about the consequences of their actions, both good and bad, teachers are setting the foundation for making our world more peaceful, one child at a time.

World Kindness Day began in 1996 after a series of international conferences held in Japan. Each participating country has formed its own national kindness organization. The purpose of World Kindness Day is to look beyond our differences and instead look at our commonalities. If we are to ever achieve world peace, we must recognize ourselves as world citizens and find ways to celebrate our differences while also recognizing all that we have in common as members of the human race, regardless of socio-economic status, race, religion, culture, or country of origin. The goal of World Kindness Day is for each person to look at what they can do as an individual to bring people together through a kind word or a kind deed (The Random Acts of Kindness Foundation).

Veterans Day began as Armistice Day in 1919 when President Woodrow Wilson proclaimed November 11 as a day to be dedicated to world peace in recognition of the anniversary of the end of World War I one year prior. In 1938, Armistice Day became a legal holiday to be celebrated each year on November 11<sup>th</sup>. In 1954, Congress changed the name of the holiday from Armistice Day to Veterans Day. On Veteran's Day, Americans honor the nearly 25 million military veterans in the United States (Wikipedia).

In November, my goals are for students to be able to explain what a veteran is and explain what random acts of kindness are and how they can perform random acts of kindness. First, I will have a discussion with the students

about veterans, because many children are not familiar with that term. We will discuss the bravery of veterans, and the sacrifices they made so that we can enjoy peace and freedom today. We will also discuss what war is and compare and contrast it to peace. Next, we will read *Sadako* and *One Thousand Tracings: Healing the Wounds of World War II*. We will discuss how war affected Sadako and the Germans during World War II, and what Sadako's friends and the American family did to help people who had been affected by violence.

This will lead the way into our study of World Kindness Day. Keeping in mind what we talked about after reading *Sadako* and *One Thousand Tracings: Healing the Wounds of World War II*, we will discuss random acts of kindness and how they contribute to making the world more peaceful. We will discuss the kind of acts of kindness that the children can do at home and at school. At school, we will carry out two acts of kindness for veterans. In honor of Veterans Day, we will create patriotic pins using craft foam and origami cranes for veterans at the nearby VA hospital.

## February

In February, in conjunction with African American History Month, I plan to focus our study on famous peacemakers, including African American peacemakers who were instrumental in the civil rights movement. During this part of my unit, I want to focus on the strength and perseverance these peacemakers showed, and convey to my students that throughout history, people who have strived to make a difference in the world have often had to go against the grain to stand up for what is right and just.

African American History Month began with the work of Dr. Carter G. Woodson in the early 1900s. He was born to former slaves in Kentucky, and eventually earned his PhD from Harvard. It troubled him that the history of African Americans was rarely included in history books at the time, and he decided to do something about it. First, in 1915, Woodson founded the Association for the Study of Negro Life and History, which is now known as the Association for the Study of Afro-American Life and History. Secondly, in 1916, he established the Journal of Negro History. Finally, in 1926, Woodson launched Negro History Week during the second week of February to make Americans aware of the many important contributions of African Americans throughout history. He chose the second week of February to recognize the birthdays of Frederick Douglass and Abraham Lincoln, two men who greatly affected the lives of African Americans. Negro History Week later became Black History Month, which is also known today as African American History Month (InfoPlease).

In February, students will learn about famous peacemakers and how they changed the world. I will start by creating KWL chart with students about peacemakers to determine what they already know and what they would like to learn about this subject. I will also build the children's background knowledge about the Civil Rights movement information from *We Shall Overcome: The History of the Civil Rights Movement* and *There Comes a Time: The Struggle for Civil Rights*. Although these books are written for upper elementary students, they contain a great deal of important information about the Civil Rights movement and people who fought for justice during that time. I will then read portions of *Portraits of African American Heroes*, *Women of Hope: African Americans Who Made a Difference*, and *Paths to Peace: People Who Changed the World*. We will read and discuss several peacemakers, discussing who they were, what they did to make peace, and how can we apply what we learned from them to our own lives. We will then complete our KWL chart, filling in what the children have learned about peacemakers and create a class book with illustrations and facts about the peacemakers we have learned about.

#### April

In April, I plan to teach my students about making the world a more peaceful place by taking care of the Earth and our natural resources. Environmental conservation has a long history in the United States. Early environmentalists, such as John J. Audubon and Henry David Thoreau began promoting the need for preservation of wilderness areas in the 1800s. In the 1950s and 1960s, conservation groups like the Sierra Club fought for the passage of the Wilderness Act that set aside over 9 million of acres of land for federal wildlife preserves. However, it was Rachel Carson's book *Silent Spring* in 1962 that made millions of Americans aware of the effects of chemical pollution caused by pesticides. In 1969, Senator Gaylord Nelson, after seeing the devastation in Santa Barbara that resulted from an enormous oil spill, called for a day to celebrate the Earth. The first Earth Day was celebrated on April 22, 1970. Many communities, schools, and colleges across the country participated in protests against oil spills, pollution from factories and power plants, the loss of wilderness and the extinction of wildlife. Over the past 38 years, Earth Day has grown into an event that is celebrated around the world by over a billion people to promote conservation and environmental issues. It is important for students to understand that they are part of our global community, and their actions affect not only those in our classroom, but those for many generations to come. It is also important for students to see that Earth Day is not only celebrated at our school in Pittsburgh, but also around the world, and that people around the world are also doing their part to clean up and take care of the environment (Mowrey and Redmond).

Students will learn how they can create a peaceful environment in April to coincide with Earth Day. To begin this final portion of the unit, we will read *Earth Mother* and discuss the careful balance that exists in nature, and how many factors, including global warming, pollution, endangered species, and people not doing enough to protect our planet are wrecking havoc in our world. We will compare and contrast pictures of dirty/polluted areas and clean places. We will discuss which places make us feel peaceful. We will read *Let's Celebrate Earth Day* and *Earth Day* and discuss how we can take better care of our environment. We will also discuss how taking care of our environment can make our world more peaceful. As part of our Earth Day celebration, we will clean up dirty or polluted areas around the school.

## **Bibliography**

### **Teacher's Resources**

"Black History Month." InfoPlease. 04142008. 14 Apr 2008  
<<http://www.infoplease.com/spot/bhml.html>>.

Information about Black History Month.

Brunt, E. *Peacemaking skills for little kids*. Grace Contrino Abrams Peace Foundation. Miami. 1997.

The authors provide many lesson plans and activities for fostering peace, tolerance, kindness, acceptance, and cooperation in the primary classroom.

Levin, D. E. *Teaching young children in violent times: building a peaceable classroom*. Educators for Social Responsibility. Cambridge, MA. 1994

An excellent resource for early childhood teachers! Includes many practical ideas for establishing a culture of peace with young children.

McAlister Groves, B. *Children who see too much: lessons from the child witness to violence project*. Beacon Press. Boston. 2002.

Discusses the effects that witnessing violence has on children and the work of the Child Witness to Violence Program.

Mowrey, M. and Tim Redmond. *Not in our backyard: the people and events that shaped America's modern environmental movement*. William Morrow and Company, Inc. New York. 1993.

The history of the environmental movement in the United States from 1969 – 1992.

The International Day of Peace. The People for Peace Project. 10 Apr 2008 <<http://www.internationaldayofpeace.org/>>.

Official website for the International Day of Peace.

The Random Acts of Kindness Foundation. 2004. The Random Acts of Kindness Foundation. 08Apr 2008 <<http://www.actsofkindness.org/people/days.asp>>.

Information about kindness events, including Random Acts of Kindness Week, World Kindness Day, and World Kindness Week, as well as lesson plans to teach children of all ages about kindness.

Ury, W. *Getting to peace: transforming conflict at home, at work, and in the world*. Viking. New York. 1999.

Strategies and suggestions for reducing conflicts, including the reasons why conflicts arise and what people can do to prevent, resolve, and contain conflicts.

"Veterans Day." Wikipedia. 2008. Wikimedia Foundation. 08 Apr 2008 <[http://en.wikipedia.org/wiki/Veterans\\_Day](http://en.wikipedia.org/wiki/Veterans_Day)>.

Provides information about the history of Veterans Day.

Weingarten, K. *Common shock: witnessing violence everyday: how we are harmed, how we can heal*. Dutton. New York. 2003.

Weingarten discusses the physical and psychological effects of witnessing violence.

### **Student Resources**

Bolden, T. *Portraits of African American heroes*. Dutton Children's Books. New York. 2003.

This book is a collection of brief biographies and beautiful portraits of famous African Americans.

Breskin Zalbin, J. *Paths to peace: people who changed the world*. Dutton Children's Books. New York. 2006.

Zalbin brings together biographies of 16 people who each changed the world for the better in many different ways with beautiful collages representing the subjects of the biographies and quotes from their writings or speeches.

Coerr, E. *Sadako*. G.P. Putnam's Sons. New York. 1993.

A young girl named Sadako was hospitalized with leukemia which she was diagnosed with after the drop of the atom bomb in Hiroshima. She was told of a legend that by folding one thousand paper cranes, she will become healthy again.

Coerr, E. *Sadako and the thousand paper cranes*. G.P. Putnam's Sons. New York. 1977.

This is an uplifting story about Sadako, a Japanese girl who was 2 years old when the bomb was dropped on Hiroshima. Ten years later, she was diagnosed with leukemia. She was told that the gods would grant the wish of a sick person who folds 1,000 paper cranes. She began folding the paper cranes while she was in the hospital, and made 644 of them before she died in 1955. Her friends finished the remaining 356 after her death, and she became well-known around Japan for her strength and courage. A statue was erected in Hiroshima Peace Park in 1958 in her honor.

Durrell, A and M. Sachs. *The big book for peace*. Dutton Children's Books. New York. 1990.

This book contains poems, songs, non-fiction selections, and stories by many different authors that illustrate peace in many different ways.

Finlayson, R. *We shall overcome: the history of the civil rights movement*. Lerner Publication Company. Minneapolis. 2003.

Finlayson gives us a history of the Civil Rights movement in America during the 1950s and 1960s.

Hansen, J. *Women of hope: African Americans who made a difference*. Scholastic Press. 1998.

This book contains short biographies of African American women who overcame great obstacles in diverse fields to make the world a better place for all of us.

Jackson, E. *Earth mother*. Walker and Company. New York. 2005.

A frog, a man, and a mosquito each tell Earth Mother how she could make their lives better. This book shows us how important the balance in nature is for all creatures.

Judge, L. *One thousand tracings: healing the wounds of world war II*. Hyperion Books for Children. New York. 2007.

This is the story of an American family after World War II who helped friends in Germany by sending them food, clothing, and shoes. Many other German families began to send them tracings of their feet so that the American family could send them shoes, too. More American families joined together in the effort to help Germans who had lost everything in the war.

Meltzer, M. *There comes a time: the struggle for civil rights*. Random House. New York. 2001.

Meltzer discusses African Americans' struggle for Civil Rights, including segregation, Brown vs. Board of Education, the Montgomery Bus Boycott, sit-ins, and freedom rides. The book also includes a Civil Rights time line from 1940-1968.

Moore Thomas, S. *Somewhere today: a book of peace*. Albert Whitman and Company. Morton Grove, IL. 1998.

Beautiful photographs are combined with simple text to show how adults and children can make the world a better place.

Randunsky, V. *What does peace feel like?* Antheneum Books for Young Readers. New York. 2004.

Children from around the world share their views on what peace feels like, looks like, sounds like, tastes like, and smells like.

Roop, C. and P. *Let's celebrate earth day*. The Millbrook Press. Brookfield, CT. 2001.

This book contains many interesting facts about why Earth Day was started, the importance of protecting animal and plant life, endangered species, the importance of clean water, global warming, and recycling.

Scheunemann, P. *Acting with kindness*. Abdo Publishing. Edina, Minnesota. 2004.

The author gives readers many examples of small acts of kindness they can bestow upon one another.

Scheunemann, P. *Being a peacekeeper*. Abdo Publishing. Edina, Minnesota. 2004.

Scheunemann gives children many examples of simple ways they can be a peacekeeper with their family and friends.

Scholes, K. *Peace begins with you*. Seirra Club Books. San Francisco. 1990.

Scholes explains what peace is and why it is sometimes difficult to live in peace with others. She also explains that the choices we make can lead to peace, and although it is hard work, in the end it is always worth it.

Strain Trueit, T. . Scholastic. Mexico City. 2007.

This books offers a brief history of Earth Day, including tips for reducing waste and ways to recycle.

## **Appendices - Standards**

Pennsylvania Kindergarten Reading, Writing, Listening, Speaking Standards

- 1.1.H. Learning to Read Independently – Decode words
- 1.1.I. Learning to Read Independently – Encode words
- 1.1.K. Learning to Read Independently – Name and Describe new concepts
- 1.1.M. Learning to Read Independently - Listen to new vocabulary in multiple contexts in order to understand new words and concepts
- 1.1.N. Learning to Read Independently - Discuss unknown words and word meanings
- 1.3.A. Reading, Analyzing, and Interpreting Literature - Understand and respond to a variety of literary selections that are read, listened to or viewed
- 1.4.A. Types of Writing – Describe the role of people, places, and things in a story
- 1.4.B. Types of Writing - Include simple plot when sharing information
- 1.4.C. Types of Writing - Identify illustrations that depict story content
- 1.4.D. Types of Writing - Draw or write informational sentences (letters, descriptions, definitions, collections of facts, simple instructions) using illustrations when relevant
- 1.5.A. Quality of Writing - Trace, copy and generate letters of alphabet-both uppercase and lower case
- 1.5.B. Quality of Writing - Create a focus for the piece of writing
- 1.5. C .Quality of Writing - Retell about specific experiences, people, objects, events, or stories with a focused topic

- 1.5.D. Quality of Writing - Use appropriate content for the topic
- 1.5. E. Quality of Writing - Organize words into a complete thought
- 1.5.F. Quality of Writing - Use a variety of pictures or words to express a thought
- 1.6.A. Speaking and Listening - Listen responsively to directions, stories and conversations
- 1.6.C. Speaking and Listening - Speak clearly enough to be understood by most listeners
- 1.6.E. Speaking and Listening - Ask and answer relevant questions and share experiences individually and in groups
- 1.6.F. Speaking and Listening - Initiate and respond appropriately to conversations and discussions

### Pennsylvania Kindergarten Personal Social Standards

- 3.1.A. Develop Self-Concept - Is aware of self and one's own preferences
- 3.1.B. Develop Self-Concept - Show independence in a wide range of activities
- 3.1.C. Develop Self-Concept - Know and state independent thoughts and feelings
- 3.1.D. Develop Self-Concept - Attempt new experiences with confidence and independence
- 3.1.E. Develop Self-Concept - Show pride in accomplishments
- 3.2.A. Develop Self-Regulation - Recognize and label feelings
- 3.2.B. Develop Self-Regulation- Express feelings, needs, opinions, and wants that are appropriate to the situations
- 3.2.C. Develop Self-Regulation - Understand consequences of own behavior
- 3.2.D. Develop Self-Regulation - Follow rules and routines in classrooms and other settings
- 3.3.B. Develop Social Interactions - Know and state independent thoughts and feelings
- 3.3.F. Develop Social Interactions - Respond with empathy to children who are upset or in need
- 3.3.H. Develop Social Interactions - Respect the feelings, rights, and belongings of others
- 3.3.I. Develop Social Interactions - Cooperate in small and large groups activities.
- 3.3.M. Develop Social Interactions - Show increasing abilities to resolve conflicts with peers
- 3.3.N. Develop Social Interactions - Shows nurturing behaviors