

**Music**   
**Movement & Magination®**  
*So Much Learning to Do!*

Early  
Learning  
Standards  
Made Fun!

**Texas**  
**Kindergarten**  
**Standards**  
**Correlation**



A guide to understanding the correlation between MMM Curricula and Texas Essential Knowledge and Skills (TEKS) for Kindergarten

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# Table of Contents

MMM Program Overview .....	2
MMM Theoretical Foundations .....	5
Texas (TEKS) Kindergarten Correlations .....	10
MMM Thematic Unit Breakdown .....	11
Kindergarten English Language Arts and Reading TEKS .....	12
Kindergarten Mathematics TEKS .....	18
Kindergarten Science TEKS .....	22
Kindergarten Social Studies TEKS .....	25
Kindergarten Health Education TEKS .....	29
Kindergarten Physical Education TEKS .....	32
Kindergarten Fine Arts TEKS .....	34

# Program Overview



## Introduction

Welcome to the Music, Movement & Magination, Inc.<sup>®</sup> (MMM) Early Learning Program! We have designed our unique program and products to make learning exciting to young children. Through ingenuity, imagination, and innovation, we have created a supplemental enrichment program that will help children build success in early learning using curriculum-based music. Our thematic units enhance early childhood instruction in literacy, math, science, social studies, fine arts, health, safety, family, community, and more.

Music, Movement & Magination's goal is to provide valuable products and tools to assist parents and educators in creating fun, meaningful, and appropriate learning experiences for young children. We offer a variety of unique products:

## Supplemental Curriculum Kits

Our Early Learning Program offers eight thematic units based on national standards for early education and an Early Spanish Adventures teaching unit. Ideal for early education programs, each of MMM's Supplemental Curriculum Kits contain three learning levels to address the diverse developmental needs of young learners. Each learning level contains six individual lessons for a total of 18 lessons per Curriculum Kit. Included in each Supplemental Curriculum Kit are:

- ★ **Music CD** – contains 20 original MMM songs created specifically for each of the 18 lessons, plus the MMM Theme Song and MMM Warm-up Song.
- ★ **Companion Data CD** – includes over 50 individual files organized by lesson complete with the following:
  - **Visual Aids** – hundreds of graphics and pictures are included to engage children in the learning
  - **Manipulatives** – created to make the learning come alive to each child by allowing them to tangibly interact with the lesson concepts.
  - **Activity Sheets** – to reinforce skills learned in the lesson either in the classroom or at home.
  - **Parent Guides** – designed to enhance learning at home!
- ★ **Teaching Manual**
  - **Lesson Scripts** – designed to guide the teacher in engaging the children in the lesson through interactive dialogue, related activities, and suggested booklists. Each Lesson Script contains a lesson objective and reference to national standards met in that lesson. Song lyrics and prescribed movements are also included.
  - **Visual Aids & Manipulatives Thumbnail Samples** – a convenient display of the contents of the Visual Aids and Manipulatives files found on the Data CD and referenced in the Lesson Scripts.

## Thematic Units

-  ABC's And Much More
-  All About Me
-  It All Adds Up
-  The Amazing Body
-  Ready, Set, Go
-  Stop, Look & Learn
-  A Moment In Time
-  Cool Creatures
-  Early Spanish Adventures



Each of our 162 different lessons covered in the above combined units, has a unique topic and song, is research based, follows national educational standards, and nurtures skills in the whole child. Learning and exercising come alive as children sing, move, and actively engage in the learning experience.

## Learning Levels



**Bright Beginners:** Entry level series designed to introduce children to fundamental educational concepts along with simple movements.



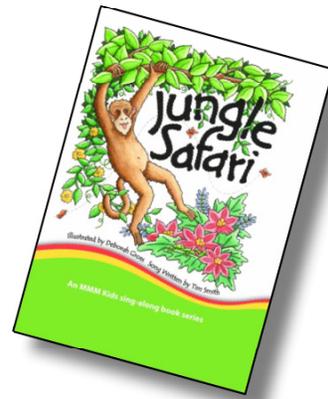
**Magical Minds:** Mid-level series designed for children who are ready to learn basic educational concepts and movements.



**Super Smarties:** Advanced level series designed for children who are able to learn more advanced educational concepts and movements.

## 2 Sing-Along Book Series

A delightful sing-along, read-along, learn-along book series adapted from individual songs from our thematic units. Books come complete with a narrated sing-along CD and tailored “iMagination” pages with questions that encourage literacy exploration and creativity.



## 3 Music CDs

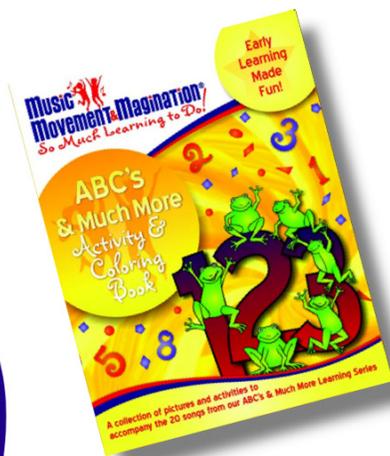
All the fun and upbeat songs from all three learning level series of a thematic unit compiled onto one convenient CD brings learning to any environment.



Play the Music CD to reinforce learning in the classroom, at home or in the car!

*"I put the CD in the car and my son cheered saying, 'This is my favorite music!'" - Amy F., Parent, Chandler, Arizona*

## 4 Activity & Coloring Books



Complete with hundreds of blackline masters and activity pages to match the MMM lesson, the MMM Activity & Coloring books provide educators and parents an additional resource to supplement and reinforce lesson objectives.

*"I use the ABC's and More with my first grade students and they just love it. It has been very helpful for my students who need that extra support or who are learning English. Thank you MMM for making my classroom more efficient." (1<sup>st</sup> grade teacher, Southern California)*

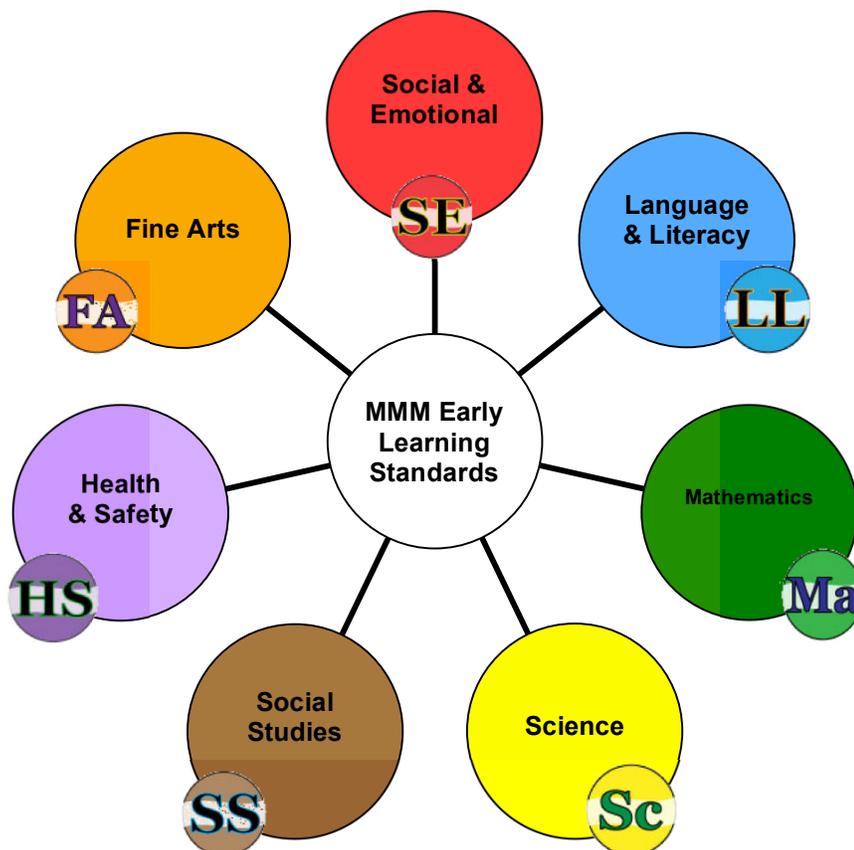
# Theoretical Foundation

Music, Movement & Magination, Inc.® is dedicated to enhancing a child's ability to learn fundamental and essential concepts in a creative and stimulating environment. Active participation, creativity and learning come alive with our fun and upbeat music, partnered movements, visuals, and manipulatives.



## Early Childhood and Elementary Educational Standards

Over the past decade, Early Childhood Education has moved into the limelight as the key to improving outcomes for children, as proven by the focus on publicly funded preschools and all day kindergartens. Nearly all states have developed standards for early childhood education to provide the building blocks for not only success in school, but also to develop life-long learners. The following domains are typically found in Early Education Standards:



Music Movement & Magination, Inc.® developed its curriculum based on numerous state standards for both Early Childhood Education and Elementary Education, and our program has been reviewed and studied by experienced pre-school teachers and accredited elementary school educators. MMM Thematic Units map directly to one or more of the above-mentioned standards. Each lesson script references the domains addressed in the lesson. Furthermore, MMM offers an alternative to “cookie cutter” teaching strategies that lack

creativity and self-expression, acknowledging the importance of readiness skills while at the same time understanding that young children are “wiggles and movers” who need to stimulate their imaginations.

For more on educational standards, go to National Association for the Education of Young Children [www.naeyc.org](http://www.naeyc.org); the National Association of Early Childhood Specialists in State Departments of Education <http://naecs.crc.uiuc.edu>; or the Council for Chief State School Officers [www.ccsso.org](http://www.ccsso.org).



## Research Outcomes for MMM

A recent study of Music, Movement, & Magination’s *ABC’s & Much More* curriculum materials shows that MMM has a positive impact on literacy in the early classroom documenting an increase in reading fluency for students involved in the music and movement curriculum.

Researchers compared a group of first grade students who used MMM materials to a similar group of first graders using a teacher-directed read aloud program. Controlling for race, gender, reading level, and English Language learners, 55 percent of the students in the teacher-directed read aloud program showed progress, while the remaining 45 percent showed virtually no progress or a regression of skills. Whereas, **100 percent of the students in the MMM music and movement treatment group showed marked improvement.** Thus, MMM’s materials prove successful in enhancing literacy for young children (Andrea Villegas, MEd.; 2008).

*“ . . . It is our job as educators to look beyond the standardized face of education and utilize creative ways to motivate students to become better readers, writers, mathematicians, and scientists, and to stimulate their desire for learning for generations to come.”*

*-Andrea Villegas, MEd*



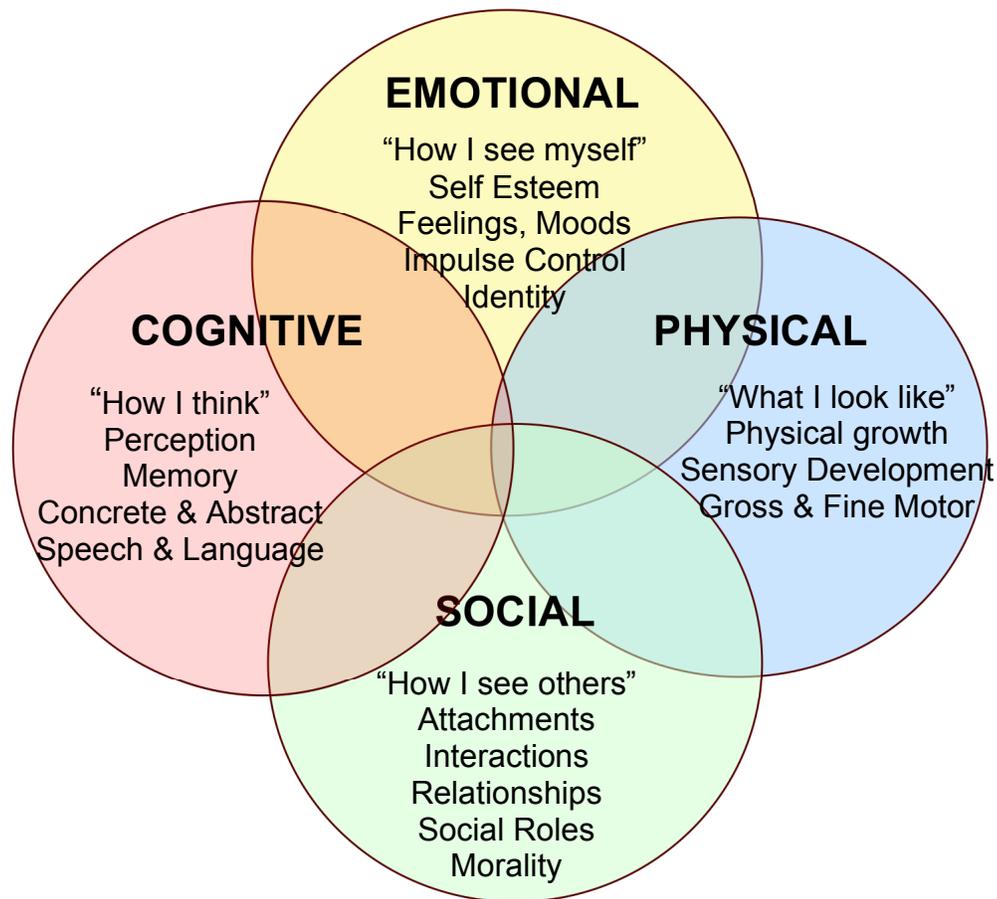
## Enhances and Encourages Healthy Child Development

Embedded in all the national and state standards on education is the dedication to designing curriculum that enhances all areas of child development. Our MMM curriculum, learning design, and products incorporate *ALL* domains of healthy child development: physical, cognitive/language, social, and emotional.

The domains of development, as seen in the Venn diagram below, are interconnected. One cannot separate the interactive nature of development. When one area is impacted, all areas are impacted. Therefore, learning strategies that cut across all developmental domains prove to be the most impactful particularly for young children whose primary directive has been to grow and develop.

Furthermore, recent brain research also confirms that music and movement can trigger all areas of the brain, thus enriching the educational experience and solidifying learning objectives.

Child development can be broken down into the following interconnected domains. Each domain highlights critical learning skills necessary for successful educational outcomes.



- ★ **EMOTIONAL** – Encouraging a healthy self-esteem is embedded in all of MMM materials. Furthermore, MMM allows children outlets for expression and simple risk taking that facilitates impulse control, positive interactions, and a positive self-concept.
- ★ **PHYSICAL** – The Movement portion of MMM is designed to channel a child’s natural propensity for activity into structured play allowing children to refine gross and fine motor skills. The MMM program also encourages development in rhythm and overall coordination.
- ★ **SOCIAL** – MMM is typically taught in a group setting with children of similar age and developmental level. The program is designed to encourage interactive play – the optimal environment for early learning. Social skills are enhanced through the MMM lessons, thus preparing children for future interactive environments.
- ★ **COGNITIVE/LANGUAGE** – Learning across many disciplines as outlined by the National Standards, MMM enhances learning by introducing children to a variety of new concepts. Furthermore, MMM facilitates critical language development through the medium of music.



## Taps into a Variety of Learning Styles

Research indicates that curriculum must take into account a variety of learning styles. While there are many differing frameworks for learning style, most theorists agree in three primary categories: Visual Learners, Auditory Learners, and Kinesthetic Learners. Most people learn through a variety of styles, but typically favor one style over another.

**Auditory Learners** – MMM’s original songs use the power of music to deliver learning concepts to all learners, especially significant for those who learn best through hearing.



**Visual Learners** – MMM utilizes numerous visual aides including exciting graphics and photos to supplement the lesson, music and movement.

**Kinesthetic Learners** – Each song is paired with simple movements to facilitate learning. Manipulatives are also used creating a fun and engaging environment. Kinesthetic learners thrive in MMM classes.



## Provides Parents Tools in their Role as Primary Educators of their Children.

Music, Movement & Magination, Inc.<sup>®</sup> believes in the importance of parental participation in *all* stages of a child's development and education. Our curriculum includes Parent Guides that provide a specific lesson overview, words and movements to the lesson's song, and fun ideas for parents to do with their child. Activity Sheets are also available for parents to further the learning. These tools, incorporated with MMM’s engaging and upbeat music, enable parents to reinforce each lesson and provide a basis for meaningful interaction between parent and child.

*“My daughter keeps asking to listen to the music CD from class. She dances around the house singing and having a great time!”*

*-Scott H., Mesa, Arizona*

# Lesson Plan Overview

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Each learning level in a thematic unit has six individual lessons that are designed to last approximately 45 minutes each. However, educators may choose to shorten each lesson (for example, to 30 minutes) and then repeat the lesson during the next class time. We also recommend having a summary review class after 3 or 4 lessons have been taught to better reinforce each lesson. Lesson repetition can increase children's comprehension and understanding. Each lesson has been designed to be either a stand-alone introduction to a topic or it can be used as supplemental material in an established standard classroom environment. Classroom educators are encouraged to introduce a lesson that supports what the children are learning during the set classroom curriculum. Because children are interested in situations and activities that are rich with involvement and participation, MMM has structured all our lessons to maximize both interest and learning in various learning environments.

## Lesson Script

### **Opening (approx. 2 min.)**

In addition to a unique song for each lesson, the accompanying CD includes the MMM Theme Song and the MMM Warm-up Song. These two songs can be used to initiate each lesson; we suggest beginning each lesson with the MMM Warm-up Song and movements as a motivational and focusing activity.

### **Interactive Dialogue (approx. 15 min.)**

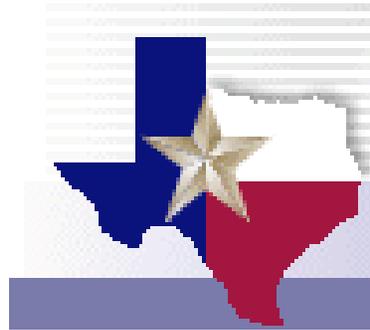
Through the use of guided inquiry, role playing, and visual aids, the lesson objective is introduced. Interactive dialogue, often times relying on prior knowledge, is used to lead the children to an understanding of the newly introduced concept or words. A suggested set of questions and activities have been provided with each lesson to help the educator both introduce and guide the overall lesson. These suggested questions are supported with lesson specific visual aids and manipulatives that are also provided with our Learning Program. Educators and/or parents are encouraged to adjust the lesson script to match their own style, experience, and children's engagement.

### **Song & Movement (approx. 20 min.)**

The overall success of the MMM Learning Program in instilling each lesson concept is through our original songs. In this part of the lesson, the educator makes the learning come alive with movements, imagination, and active participation. The educator is encouraged to demonstrate each movement as the words to the song are first introduced to the children. Having the children learn the words and movements of the song further enhances the overall learning process.

### **Reinforcement & Closure (approx. 8 min.)**

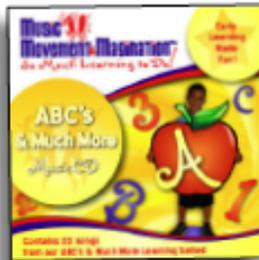
To bring closure to the lesson and to check for understanding, the educator should review the lesson's objective and encourage the children to summarize what they have learned. We recommend offering a reward for each child at the end of the lesson, such as a stamp or sticker. Recommended Booklists, Related Activities and Activity Sheets are also included in the lesson materials to reinforce concepts learned in the lesson. Parent Guides are provided to allow for reinforcement of concepts at home.



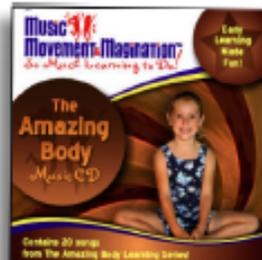
## Texas Kindergarten Standards

### MMM Correlation

The following document lists the Texas Essential Knowledge and Skills (TEKS) for Kindergarten showing the corresponding MMM Lessons for the Thematic Units listed below:



ABC'S & MUCH MORE  
(ABC)



THE AMAZING BODY  
(BOD)



IT ALL ADDS UP  
(ADD)



COOL CREATURES  
(CC)

Texas Essential Knowledge and Skills (TEKS) are compiled from the Texas State Board of Education at <http://ritter.tea.state.tx.us/teks/index.html>

**THEMATIC UNIT I: ABC's & MUCH MORE** **ABC**

Readiness skills are essential for successful early education. This Thematic Unit focuses on the essential skills needed for a jump start to literacy and setting children up for success in their first years of school by stressing the alphabet and letter recognition, counting, color recognition and understanding shapes.

	Level 1: Bright Beginners	Level 2: Magical Minds	Level 3: Super Smarties
1	Learning our ABC's/ <i>Rappin' The ABC's</i>	Letter Recog. & Sounds/ <i>I Like Letters</i>	Letter Sound Recognition/ <i>Who Knows The Alphabet Sounds?</i>
2	Letter Recognition/ <i>Yahoo! We're Learning The Alphabet</i>	Upper & Lower Case Recognition/ <i>State Your Case</i>	Letter Blends, Clusters & Digraphs/ <i>Letter Blender</i>
3	Basic Color Recognition/ <i>Colors Of Our Clothes</i>	Mixing Colors/ <i>Magic Colors</i>	Spelling Color Words/ <i>MMM Color Farm</i>
4	Counting To 10/ <i>Counting With My Friends</i>	Counting To 20 With Fluency/ <i>Native American Counting Song</i>	Counting To 100/ <i>Buford &amp; Bessie Count To 100</i>
5	Counting To 20/ <i>A Counting We Will Go</i>	Counting To 50/ <i>Rockin' To 50</i>	Skip Counting By 2's, 5's & 10's/ <i>Skip Counting Reggae Man</i>
6	Four Simple Shapes/ <i>Space Shapes</i>	Advanced Shapes/ <i>Shapes All Around Us</i>	10 Complex Shapes/ <i>Crazy Ploygon Shapes</i>

**THEMATIC UNIT II: THE AMAZING BODY** **BOD**

Early learning about the body, senses, exercise, health, hygiene, and food groups is fundamental in a child's development for self appreciation. This Thematic Unit focuses on familiarity with body parts, body movements, exercise, and the five senses. Children will also learn the importance of staying healthy through good food choices & hygiene.

	Level 1: Bright Beginners	Level 2: Magical Minds	Level 3: Super Smarties
1	Body Parts Recognition/ <i>Itchy, Itchy</i>	Body Movements/ <i>My Body Makes Motion</i>	Motor Skills Development/ <i>I Can Do That!</i>
2	Stretching Our Bodies/ <i>Things That I Can Be!</i>	Exercising Our Bodies/ <i>Apache Exercising Song</i>	Cardiovascular Exercise/ <i>Jump Up!</i>
3	Sensory Awareness/ <i>Use Your Senses</i>	Applying Our 5 Senses/ <i>We Have 5 Senses</i>	Respecting Differences/ <i>Don't Get The Senses Blues</i>
4	Being Healthy/ <i>Eat, Sleep And Exercise Right</i>	Staying Healthy/ <i>Germ Song</i>	Healthy Bodies/ <i>Muscles And Bones With Skin All Around</i>
5	Staying Clean/ <i>It's So Good To Be Clean</i>	Good Hygiene/ <i>Clean And Happy Club</i>	Dental Hygiene/ <i>Rinse &amp; Spit Rap</i>
6	Healthy Eating/ <i>Breakfast, Lunch &amp; Dinner</i>	Balanced Meals/ <i>Eat Right</i>	Food Groups/ <i>Food Groups Are Rockin' Tonight</i>

**THEMATIC UNIT III: IT ALL ADDS UP** **ADD**

Learning the fundamental concepts of data analysis, math, currency, geography, science and nature, and universe will help children build on what they already know in order to construct new knowledge and ideas. This Thematic Unit focuses on the concepts of patterns, one more, one less, recognition of currency, geographical concepts, nature, and our universe.

	Level 1: Bright Beginners	Level 2: Magical Minds	Level 3: Super Smarties
1	Organizing & Sorting/ <i>Block Party</i>	Patterns/ <i>Pattern Shout Out</i>	Measurements/ <i>Is It Shorter?</i>
2	Adding One/ <i>One More Please!</i>	Subtracting One/ <i>One Less Penny Blues</i>	Adding Doubles/ <i>Doubles? No Trouble!</i>
3	Earn, Save, Spend/ <i>My Piggy Bank</i>	Coin Values/ <i>Buford &amp; Bessie Go Shopping</i>	Currency Equivalents/ <i>Money Counts</i>
4	Spatial Awareness/ <i>Places Near And Far</i>	50 States/ <i>Can You Tell Me Where You're From?</i>	Earth's Physical Features/ <i>That's The Earth</i>
5	Nature/ <i>Mother Nature</i>	Cause & Effect/ <i>Cowboy Logic</i>	Living Things/ <i>From A Seed Into A Tree</i>
6	Sun & Moon/ <i>Mr. Sun, Mr. Moon</i>	Solar System/ <i>Our Solar System</i>	Rotation Of Earth & Moon/ <i>Outer Space Rock</i>

**THEMATIC UNIT IV: COOL CREATURES** **CC**

Teaching children to have an appreciation for, and knowledge of, other creatures that share our world is important for overall development. This Thematic Unit focuses on the love and care of pets, how farm animals help us, the habitat of wild animals, hibernation, nocturnal creatures, the various water creatures, bird characteristics, and dinosaurs of long ago.

	Level 1: Bright Beginners	Level 2: Magical Minds	Level 3: Super Smarties
1	Common Family Pets/ <i>I Love My Doggy</i>	Different Kinds Of Pets/ <i>I Love My Pets</i>	Pet Responsibilities/ <i>Clean The Cage</i>
2	Farm Animals & Sounds/ <i>Rappin' Ole MacDonald</i>	Farm Animals & Movements/ <i>We're Going To The Farm</i>	Farm Animal Uses & Food Sources/ <i>Where Does Our Food Come From?</i>
3	Jungle Animals/ <i>Jungle Safari</i>	Hibernating Animals/ <i>Hibernation</i>	Nocturnal Animals/ <i>Up All Night</i>
4	Fish Characteristics/ <i>Fishies In The Water</i>	Dolphins & Whales/ <i>Dolphins And Whales</i>	Ocean Food Chain/ <i>The "Gulp Gulp" Song</i>
5	Birds (Feathers & Nests)/ <i>Hey Mrs. Bird</i>	Birds (Flocks & Migration)/ <i>Bird Migration</i>	Birds (5 Charac.)/ <i>How Do You Know It's A Bird?</i>
6	Dinosaurs (Huge & Long Ago)/ <i>Dinosaurs Walked Upon The Land</i>	Dinosaurs (Plant & Meat Eaters & Extinction)/ <i>Ballad Of The Dinos</i>	Dinosaurs (Herbivores, Carnivores & Omnivores)/ <i>The Dinosaur Tango</i>

**§110.11. English Language Arts and Reading, Kindergarten**  
Beginning with School Year 2009-2010

<b>(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) recognize that spoken words can be represented by print for communication;	ABC - Letter Recognition & Sounds/letter Blends, Clusters & Digraphs
(B) identify upper- and lower-case letters;	ABC - Upper & Lower Case Recognition
(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;	ABC - Letter Recognition & Sounds/letter Blends, Clusters & Digraphs
(D) recognize the difference between a letter and a printed word;	ABC - Letter Recognition & Sounds/letter Blends, Clusters & Digraphs
(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);	
(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and	
(G) identify different parts of a book (e.g., front and back covers, title page).	

<b>(2) Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify a sentence made up of a group of words;	
(B) identify syllables in spoken words;	
(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");	CC - Different Kinds of Pets
(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;	ABC - Counting to 100 CC - different Kinds of Pets
(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");	
(F) blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);	ABC - Letter Recognition & Sounds/Letter Sound Recognition/Letter Blends, Clusters & Digraphs
(G) blend spoken phonemes to form one-syllable words (e.g., /m/ .../a/ .../n/ says man);	ABC - Letter Recognition & Sounds/Letter Sound Recognition/Letter Blends, Clusters & Digraphs
(H) isolate the initial sound in one-syllable spoken words; and	ABC - Letter Recognition & Sounds/Letter Sound Recognition/Letter Blends, Clusters & Digraphs
(I) segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/ .../o/ .../g/).	ABC - Letter Recognition & Sounds/Letter Sound Recognition/Letter Blends, Clusters & Digraphs

<b>(3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify the common sounds that letters represent;	ABC - Letter Recognition & Sounds/Letter Sound Recognition/Letter Blends, Clusters & Digraphs
(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);	ABC - Letter Recognition & Sounds/Letter Sound Recognition/Letter Blends, Clusters & Digraphs
(C) recognize that new words are created when letters are changed, added, or deleted; and	ABC - Letter Recognition & Sounds/Letter Sound Recognition/Letter Blends, Clusters & Digraphs
(D) identify and read at least 25 high-frequency words from a commonly used list.	

<b>(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) predict what might happen next in text based on the cover, title, and illustrations; and	
(B) ask and respond to questions about texts read aloud.	

<b>(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify and use words that name actions, directions, positions, sequences, and locations;	All
(B) recognize that compound words are made up of shorter words;	
(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and	ABC - Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/10 Complex Shapes ADD - Organizing & Sorting/50 States
(D) use a picture dictionary to find words.	

<b>(6) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify elements of a story including setting, character, and key events;	
(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;	
(C) recognize sensory details; and	BOD - Sensory Awareness/Applying Our 5 Senses
(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.	

<b>(7) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.</b>	<b>MMM Thematic Unit – Lesson(s)</b>
	All

<b>(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) retell a main event from a story read aloud; and	CC - Jungle Animals
(B) describe characters in a story and the reasons for their actions.	ABC - Counting to 100 ADD - Coin Value/Cause & Effect

<b>(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.</b>	<b>MMM Thematic Unit – Lesson(s)</b>

<b>(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;	
(B) retell important facts in a text, heard or read;	CC - Jungle Animals
(C) discuss the ways authors group information in text; and	
(D) use titles and illustrations to make predictions about text.	

<b>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) follow pictorial directions (e.g., recipes, science experiments); and	
(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).	

<b>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students (with adult assistance) are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify different forms of media (e.g., advertisements, newspapers, radio programs); and	
(B) identify techniques used in media (e.g., sound, movement).	

<b>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students (with adult assistance) are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) plan a first draft by generating ideas for writing through class discussion;	
(B) develop drafts by sequencing the action or details in the story;	
(C) revise drafts by adding details or sentences;	
(D) edit drafts by leaving spaces between letters and words; and	
(E) share writing with others.	

<b>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) dictate or write sentences to tell a story and put the sentences in chronological sequence; and	
(B) write short poems.	

<b>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.</b>	<b>MMM Thematic Unit – Lesson(s)</b>

<b>(16) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):	

(i) past and future tenses when speaking;	
(ii) nouns (singular/plural);	
(iii) descriptive words;	
(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and	
(v) pronouns (e.g., I, me);	
(B) speak in complete sentences to communicate; and	All
(C) use complete simple sentences.	All

<b>(17) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);	ABC - Letter Recognition/Upper & Lower Case Recognition
(B) capitalize the first letter in a sentence; and	ABC - Upper & Lower Case Recognition
(C) use punctuation at the end of a sentence.	

<b>(18) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) use phonological knowledge to match sounds to letters;	ABC - Letter Recognition & Sounds/Letter Sound Recognition
(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and	ABC - Letter Recognition & Sounds/Letter Sound Recognition/Letter Blends, Clusters & Digraphs
(C) write one's own name.	

<b>(19) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) ask questions about topics of class-wide interest; and	All
(B) decide what sources or people in the classroom, school, library, or home can answer these questions.	

<b>(20) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) gather evidence from provided text sources; and	
(B) use pictures in conjunction with writing when documenting research.	

<b>(21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) listen attentively by facing speakers and asking questions to clarify information; and	All
(B) follow oral directions that involve a short related sequence of actions.	All

<b>(22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.</b>	<b>MMM Thematic Unit – Lesson(s)</b>
	All

<b>(23) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.</b>	<b>MMM Thematic Unit – Lesson(s)</b>
	All

## §111.12. Mathematics, Kindergarten

<b>(1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;	ADD - Organizing & Sorting/Measurements/Adding One/Subtracting One
(B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and	ABC - Counting to 10/Counting to 20/Counting to 20 With Fluency
(C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.	ABC - Counting to 20/Counting to 20 With Fluency
<b>(2) Number, operation, and quantitative reasoning. The student describes order of events or objects. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) use language such as before or after to describe relative position in a sequence of events or objects; and	
(B) name the ordinal positions in a sequence such as first, second, third, etc.	
<b>(3) Number, operation, and quantitative reasoning. The student recognizes that there are quantities less than a whole. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) share a whole by separating it into two equal parts; and	
(B) explain why a given part is half of the whole.	
<b>(4) Number, operation, and quantitative reasoning. The student models addition (joining) and subtraction (separating). The student is expected to model and create addition and subtraction problems in real situations with concrete objects.</b>	<b>MMM Thematic Unit – Lesson(s)</b>
	ADD - Adding One/Subtracting One/Adding Doubles
<b>(5) Patterns, relationships, and algebraic thinking. The student identifies, extends, and creates patterns. The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.</b>	<b>MMM Thematic Unit – Lesson(s)</b>
	ADD - Patterns
<b>(6) Patterns, relationships, and algebraic thinking. The student uses patterns to make predictions. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) use patterns to predict what comes next, including cause-and-effect relationships; and	ADD - Patterns/Cause & Effect
(B) count by ones to 100.	ABC - Counting to 50/Counting to 100

<b>(7) Geometry and spatial reasoning. The student describes the relative positions of objects. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) describe one object in relation to another using informal language such as over, under, above, and below; and	ADD - Spatial Awareness
(B) place an object in a specified position.	ADD - Spatial Awareness
<b>(8) Geometry and spatial reasoning. The student uses attributes to determine how objects are alike and different. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) describe and identify an object by its attributes using informal language;	ABC - Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/10 Complex Shapes
(B) compare two objects based on their attributes; and	ABC - Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/10 Complex Shapes ADD - Organizing & Sorting
(C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.	ABC - Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/10 Complex Shapes ADD - Organizing & Sorting
<b>(9) Geometry and spatial reasoning. The student recognizes attributes of two- and three-dimensional geometric figures. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;	ABC - Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/10 Complex Shapes
(B) recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures; and	ABC - Four Simple Shapes/Advanced Shapes/10 Complex Shapes
(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).	ABC - Four Simple Shapes/Advanced Shapes/10 Complex Shapes
<b>(10) Measurement. The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) compare and order two or three concrete objects according to length (longer/shorter than, or the same);	ADD - Measurement/Organizing & Sorting
(B) compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same);	
© compare two containers according to capacity (holds more, holds less, or holds the same);	
(D) compare two objects according to weight/mass (heavier than, lighter than or equal to); and	ADD - Measurement/Organizing & Sorting
(E) compare situations or objects according to relative temperature (hotter/colder than, or the same as).	ADD - Measurement/Organizing & Sorting

Source: The provisions of this §111.11 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.  
<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111a.html#111.12>

MMM Correlation 3/2009

<b>(11) Measurement. The student uses time to describe, compare, and order events and situations. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) compare events according to duration such as more time than or less time than;	
(B) sequence events (up to three); and	
(C) read a calendar using days, weeks, and months.	
<b>(12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) construct graphs using real objects or pictures in order to answer questions; and	
(B) use information from a graph of real objects or pictures in order to answer questions.	
<b>(13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify mathematics in everyday situations;	ADD - Adding One/Subtracting One
(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	ADD - Cause & Effect
(C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and	ADD - Patterns/Cause Effect
(D) use tools such as real objects, manipulatives, and technology to solve problems.	ADD - Measurement
<b>(14) Underlying processes and mathematical tools. The student communicates about Kindergarten mathematics using informal language. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) communicate mathematical ideas using objects, words, pictures, numbers, and technology; and	ABC - Counting to 20 ADD - Adding One/Subtracting One/Adding Doubles
(B) relate everyday language to mathematical language and symbols.	ABC - Mixing Colors ADD - Adding One/Subtracting One/Adding Doubles

<b>(15) Underlying processes and mathematical tools. The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.</b>	<b>MMM Thematic Unit – Lesson(s)</b>
	ADD - Organizing & Sorting/Patterns/Measurements/Adding One/Subtracting One/Adding Doubles

## §112.2. Science, Kindergarten

<b>(1) Scientific processes. The student participates in classroom and field investigations following home and school safety procedures. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) demonstrate safe practices during classroom and field investigations; and	
(B) learn how to use and conserve resources and materials.	
<b>(2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) ask questions about organisms, objects, and events;	ABC – Mixing Colors BOD – Sensory Awareness/Applying Our 5 Senses ADD – Organizing & Sorting/Measurements/Earth’s Physical Features/Cause & Effect/Sun & Moon/Solar System/Rotation of Earth & Moon/Living Things CC – All
(B) plan and conduct simple descriptive investigations;	ADD - Measurements
(C) gather information using simple equipment and tools to extend the senses;	BOD – Sensory Awareness/Applying Our 5 Senses ADD - Measurements
(D) construct reasonable explanations using information; and	
(E) communicate findings about simple investigations.	
<b>(3) Scientific processes. The student knows that information and critical thinking are used in making decisions. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) make decisions using information;	ADD – Cause & Effect
(B) discuss and justify the merits of decisions; and	ADD – Cause & Effect
(C) explain a problem in his/her own words and propose a solution.	
<b>(4) Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify and use senses as tools of observation; and	BOD – Sensory Awareness/Applying Our 5 Senses/Respecting Differences
(B) make observations using tools including hand lenses, balances, cups, bowls, and computers.	ADD - Measurements

<b>(5) Science concepts. The student knows that organisms, objects, and events have properties and patterns. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) describe properties of objects and characteristics of organisms;	ABC – Basic Color Recognition/Mixing Colors/Four Simple Shapes/Advanced Shapes/10 Complex Shapes BOD – Body Parts Recognition/Sensory Awareness/Applying Our 5 Senses/Respecting Differences/Staying Healthy/Healthy Bodies/Balanced Meals/Food Groups ADD – Organizing & Sorting, Patterns/Measurements/Spatial Awareness/Earth’s Physical Features/Nature/Cause & Effect/Living Things/Sun & Moon/Solar System/Rotation of Earth & Moon CC – All
(B) observe and identify patterns including seasons, growth, and day and night and predict what happens next; and	ADD – Earth’s Physical Features/Living Things/Sun & Moon/Cause & Effect CC – Birds (Flocks & Migration)/Hibernating Animals
(C) recognize and copy patterns seen in charts and graphs.	ADD - Patterns

<b>(6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) sort organisms and objects into groups according to their parts and describe how the groups are formed;	ADD – Organizing & Sorting
(B) record observations about parts of plants including leaves, roots, stems, and flowers;	ADD – Living Things
(C) record observations about parts of animals including wings, feet, heads, and tails;	CC – All
(D) identify parts that, when separated from the whole, may result in the part or the whole not working, such as cars without wheels and plants without roots; and	BOD – Body Parts Recognition/Body Movements/Motor Skills Development/Sensory Awareness/Applying Our 5 Senses/Respecting Differences/Healthy Bodies ADD – Cause & Effect
(E) manipulate parts of objects such as toys, vehicles, or construction sets that, when put together, can do things they cannot do by themselves.	

<b>(7) Science concepts. The student knows that many types of change occur. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement;	ABC – Mixing Colors ADD – Measurements
(B) identify that heat causes change, such as ice melting or the Sun warming the air and compare objects according to temperature;	ADD – Measurements
(C) observe and record weather changes from day to day and over seasons; and	
(D) observe and record stages in the life cycle of organisms in their natural environment.	ADD – Living Things CC - All

<b>(8) Science concepts. The student knows the difference between living organisms and nonliving objects. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify a particular organism or object as living or nonliving; and	ADD – Living Things
(B) group organisms and objects as living or nonliving.	ADD – Living Things

<b>(9) Science concepts. The student knows that living organisms have basic needs. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify basic needs of living organisms;	ADD – Living Things CC - All
(B) give examples of how living organisms depend on each other; and	ADD – Living Things CC - All
(C) identify ways that the Earth can provide resources for life.	BOD – Healthy Eating/balanced Meals/Food Groups ADD – Earth’s Physical Features/Living Things CC – Farm Animals Uses & Food Sources/Ocean Food Chain

<b>(10) Science concepts. The student knows that the natural world includes rocks, soil, and water. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) observe and describe properties of rocks, soil, and water; and	ADD – Earth’s Physical Features
(B) give examples of ways that rocks, soil, and water are useful.	ADD – Earth’s Physical Features

## §113.2. Social Studies, Kindergarten.

<b>(1) History. The student understands that holidays are celebrations of special events. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day; and	
(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.	
<b>(2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and	
(B) identify ordinary people who have shaped the community.	
<b>(3) History. The student understands the concept of chronology. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) place events in chronological order; and	
(B) use vocabulary related to time and chronology, including before, after, next, first, and last.	
<b>(4) Geography. The student understands the concept of location. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) use terms, including over, under, near, far, left, and right, to describe relative location; and	ADD – Spatial Awareness
(B) locate places on the school campus and describe their relative locations.	
<b>(5) Geography. The student understands the physical and human characteristics of the environment. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather; and	ADD – 50 States
(B) identify the human characteristics of places such as types of houses and ways of earning a living.	

<b>(6) Economics. The student understands that basic human needs are met in many ways. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify basic human needs; and	
(B) explain how basic human needs of food, clothing, and shelter can be met.	
<b>(7) Economics. The student understands the importance of jobs. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify jobs in the home, school, and community; and	
(B) explain why people have jobs.	ADD – Earn, Save, Spend
<b>(8) Government. The student understands the purpose of rules. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify purposes for having rules; and	
(B) identify rules that provide order, security, and safety in the home and school.	
<b>(9) Government. The student understands the role of authority figures. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify authority figures in the home, school, and community; and	
(B) explain how authority figures make and enforce rules.	
<b>(10) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify the flags of the United States and Texas;	ABC – Counting to 50
(B) recite the Pledge of Allegiance; and	
© explain the use of voting as a method for group decision making.	
<b>(11) Culture. The student understands similarities and differences among people. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify personal attributes common to all people such as physical characteristics; and	BOD – Body Parts Recognition/Sensory Awareness/Healthy Bodies
(B) identify differences among people.	ABC – Counting to 20 With Fluency BOD – Respecting Differences/Exercising Our Bodies

<b>(12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify family customs and traditions and explain their importance;	
(B) compare family customs and traditions; and	ABC – Counting to 20 With Fluency
(C) describe customs of the local community.	

<b>(13) Science, technology, and society. The student understands ways technology is used in the home and school. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify examples of technology used in the home and school; and	
(B) describe how technology helps accomplish specific tasks.	

<b>(14) Science, technology, and society. The student understands ways in which technology has changed how people live. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) describe how his or her life might be different without modern technology; and	
(B) list ways in which technology meets people’s needs.	

<b>(15) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;	All
(B) obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, print material, and artifacts;	All
(C) sequence and categorize information; and	ADD – Organizing & Sorting/Patterns
(D) identify main ideas from oral, visual, and print sources.	All

<b>(16) Social studies skills. The student communicates in oral and visual forms. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) express ideas orally based on knowledge and experiences; and	All
(B) create and interpret visuals including pictures and maps.	

<b>(17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	ADD – Cause & Effect
(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	ADD – Cause & Effect

## §115.2. Health Education, Kindergarten.

<b>(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands;	BOD – Being Healthy/Staying Healthy/Healthy Bodies/Stretching Our Bodies/Exercising Our Bodies/Staying Clean/Good Hygiene/Dental Hygiene/Healthy Eating/Balanced Meals/Food groups
(B) identify types of foods that help the body grow such as healthy breakfast foods and snacks; and	BOD – Healthy Eating/Balanced Meals/Food Groups
(C) identify types of exercise and active play that are good for the body.	BOD – Stretching Our Bodies/Exercising Our Bodies/Cardiovascular Exercise

<b>(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify the purpose of protective equipment such as a seat belt and a bicycle helmet;	
(B) identify safe and unsafe places to play such as a back yard and a street;	
© name the harmful effects of tobacco, alcohol, and other drugs;	
(D) identify ways to avoid harming oneself or another person;	
(E) practice safety rules during physical activity such as water safety and bike safety;	
(F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;	
(G) demonstrate procedures for responding to emergencies including dialing 911; and	
(H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.	

<b>(3) Health behaviors. The student demonstrates decision-making skills for making health-promoting decisions. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems; and	
(B) plan a healthy meal and/or snack.	BOD – Healthy Eating/Balanced Meals/Food Groups

<b>(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) name the five senses;	BOD – Sensory Awareness/Applying Our 5 Senses
(B) name major body parts and their functions; and	BOD – Body Parts Recognition/Body Movements/Motor Skills Development/Sensory Awareness/Applying Our 5 Senses
(C) name and demonstrate good posture principles such as standing straight with shoulders back.	

<b>(5) Health information. The student understands how to recognize health information. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) name people who can provide helpful health information such as parents, doctors, teachers, and nurses; and	
(B) explain the importance of health information.	

<b>(6) Influencing factors. The student understands the difference between being sick and being healthy. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) tell how germs cause illness and disease in people of all ages;	BOD – Staying Healthy/ Staying Clean/Good Hygiene
(B) name symptoms of common illnesses and diseases;	
(C) explain practices used to control the spread of germs such as washing hands; and	BOD – Staying Healthy/Staying Clean/Good Hygiene
(D) discuss basic parts of the body's defense system against germs such as the skin.	BOD – Healthy Bodies

<b>(7) Influencing factors. The student understands that various factors influence personal health. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool; and	
(B) identify ways to prevent the transmission of head lice such as sharing brushes and caps.	

<b>(8) Personal/interpersonal skills. The student understands ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) recognize and describe individual differences and communicate appropriately with all individuals;	BOD – Respecting Differences
(B) explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals; and	
(C) recognize and explain the importance of manners and rules for healthy communication.	

<b>(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and	
(B) demonstrate skills for making new acquaintances.	

## §116.2. Physical Education, Kindergarten

<b>(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) travel in different ways in a large group without bumping into others or falling;	All
(B) demonstrate clear contrasts between slow and fast movement when traveling;	All
(C) demonstrate non-locomotor (axial) movements such as bend and stretch;	All
(D) maintain balance while bearing weight on a variety of body parts;	All
(E) walk forward and sideways the length of a beam without falling;	
(F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;	All
(G) roll sideways (right or left) without hesitating; and	
(H) toss a ball and catch it before it bounces twice.	

<b>(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; and	BOD – Body Parts Recognition/Body Movement/Motor Skills Development
(B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.	All

<b>(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) describe and select physical activities that provide opportunities for enjoyment and challenge;	BOD – Body Movements/Motor Skills Development/Stretching Our Bodies/Exercising Our Bodies/Cardiovascular Exercise
(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;	BOD – Body Movements/Motor Skills Development/Stretching Our Bodies/Exercising Our Bodies/Cardiovascular Exercise/Being Healthy/Healthy Bodies
(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk;	All
(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and	All
(E) describe the benefits from involvement in daily physical activity such as feel better and sleep better.	BOD – Body Movements/Motor Skills Development/Stretching Our Bodies/Exercising Our Bodies/Cardiovascular Exercise/Being Healthy/Healthy Bodies

<b>(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration;	BOD –Exercising Our Bodies/Cardiovascular Exercise/Being Healthy/Healthy Bodies
(B) locate the lungs and explain their purpose; and	BOD –Cardiovascular Exercise
(C) state that rest and sleep are important in caring for the body.	BOD – Being Healthy

<b>(5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) use equipment and space properly;	All
(B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity;	All
(C) explain how proper shoes and clothing promotes safe play and prevent injury;	
(D) explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard; and	
(E) explain appropriate reactions during emergencies in physical activities.	

<b>(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) respond appropriately to starting and stopping signals; and	All
(B) demonstrate the ability to play within boundaries during games and activities.	All

<b>(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) follow rules, procedures, and safe practices;	All
(B) work in a group setting in cooperation with others; and	All
(C) share space and equipment with others.	All

## §117. Fine Arts, Kindergarten

### §117.2. Art, Kindergarten

<b>(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) glean information from the environment, using the five senses; and	BOD – Use Your Senses/Applying Our 5 Senses
(B) identify colors, textures, forms, and subjects in the environment.	ABC – Basic Color Recognition/Mixing Colors

<b>(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) create artworks, using a variety of colors, forms, and lines;	All
(B) arrange forms intuitively to create artworks; and	
(C) develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials.	

<b>(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify simple subjects expressed in artworks;	
(B) share ideas about personal artworks and the work of others, demonstrating respect for differing opinions; and	
(C) relate art to everyday life.	

<b>(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) express ideas about personal artworks; and	
(B) express ideas about original artworks, portfolios, and exhibitions by peers and artists.	

### §117.3. Music, Kindergarten.

<b>(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify the difference between the singing and speaking voice; and	All
(B) identify the timbre of adult voices and instruments.	

<b>(2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) sing or play classroom instruments independently or in a group; and	
(B) sing songs from diverse cultures and styles or play such songs on musical instruments.	All

<b>(3) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) sing songs and play musical games from different cultures; and	All
(B) identify simple relationships between music and other subjects.	All

<b>(4) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) identify steady beat in musical performances; and	All
(B) identify higher/lower, louder/softer, faster/slower, and same/different in musical performances.	All

#### **§117.4. Theatre, Kindergarten**

<b>(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) develop self-awareness through dramatic play;	All
(B) explore space, using expressive movement;	All
(C) imitate sounds; and	All
(D) imitate and recreate objects in dramatic play.	

<b>(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) demonstrate safe use of movement and voice;	All
(B) assume roles through imitation and recreation;	
(C) identify the characteristics of dramatic play; and	
(D) participate in dramatic play.	All

<b>(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) create playing space, using simple materials;	All
(B) create costumes, using simple materials;	
(C) plan dramatic play; and	
(D) cooperate with others in dramatic play.	All

<b>(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) play and replay real and imaginative situations of various cultures; and	
(B) play and replay stories from American history.	

<b>(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:</b>	<b>MMM Thematic Unit – Lesson(s)</b>
(A) begin to identify appropriate audience behavior;	All
(B) respond to dramatic activities;	All
(C) demonstrate awareness of the use of music, creative movement, and visual components in dramatic play; and	All
(D) observe the performance of artists and identify theatrical vocations.	