

PARENTS GUIDE TO  
**KINDERGARTEN**  
INSTRUCTION



DoDEA Office of Communications

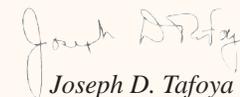
## Message from the Director

*Dear Parents:*

*The Department of Defense Education Activity (DoDEA) is committed to providing the highest quality of education to its students. One way to provide a quality education is with an effective curriculum that reflects high standards and expectations. Thus, DoDEA has developed rigorous standards aligned with national guidelines and standards. But even the most rigorous content standards cannot make schools and students successful without the support of parents.*

*This booklet is designed to inform you, our parents, of DoDEA's expectations for students in the four major curriculum areas—reading and writing, mathematics, science, and social studies—at the kindergarten grade level. These expectations are aligned with the kindergarten curriculum that is used by the classroom teacher for daily instruction. This booklet also provides examples of what your child is learning in the classroom, and what he should know and be able to accomplish upon exiting kindergarten. In addition, it provides suggestions and tips on how you can help him at home.*

*I hope this publication is informative and assists you with understanding DoDEA's educational goals for your child in kindergarten. Working together, we can ensure his success and start him down the path to life-long learning.*



Joseph D. Tafoya  
Director

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# KINDERGARTEN

## Help Your Child Have a Meaningful Experience



Children enter school with a natural curiosity for learning and exploring their world. According to *America's Children 2000*, 66 percent of children entering kindergarten were able to recognize letters, and 29 percent knew the sounds made by letters that began words. Understanding what is expected of a child at developmental intervals assists parents and educators in setting standards of learning. The Department of Defense Education Activity (DoDEA) sees your child as a unique individual who will learn at his own pace. To give us guidelines on what is appropriate for a child this age, we have developed high academic standards based on those established by national educational organizations. Standards show you, the parent, what your child needs to learn year by year. Through standards, you can see how your child is progressing in the educational setting and recognize what he needs to do to improve. This booklet reflects DoDEA's content standards. To view the complete standards, please refer to K-12 Educational Programs under Instruction on the DoDEA Web page: [www.odedodea.edu](http://www.odedodea.edu).

Basically, all children follow the same development pattern (e.g., they learn to crawl before they learn to walk), but they have different growth rates (e.g., one may talk at two, one at three). Learning experiences should be meaningful and relevant, helping children make connections between what is being taught and their own life and experiences. DoDEA's programs reflect a safe and nurturing environment that encourages a child's physical, social, emotional, intellectual, and language development. Thus, when you come into an early childhood classroom, you'll see teachers using familiar objects and conducting activities similar to those you do at home. Making a connection between school learning and home helps a child accept the challenges of learning new information.

The transition to kindergarten is an exciting but challenging experience in a child's life. Given the importance of making a connection to learning at this age, parents need to take active roles in their children's education. As a parent, you can guide your child in exploring and drawing from his educational experiences and applying this knowledge to his daily life outside of the classroom. In coordination with the classroom teacher, you can provide challenging opportunities at home that will maximize your child's achievement level.

Some of the things you can do:

### **Talk together**

Set aside a time each day to talk with your child. Talking together will help improve his self-expression, self-esteem, and vocabulary. Listening to your child validates his opinions and reinforces his importance in your life.

### **Take Time**

Set aside a time and place each day where your child will have the opportunity to interact with learning tools such as books, paper, scissors, and crayons. Let him explore his world by experimenting with art, copying, and writing. Use and create positive, meaningful family experiences such as family outings or daily activities to link your child to the learning process.

### **Encourage Curiosity**

Create a positive and challenging environment that invites asking questions. Help your child learn about his world by providing opportunities that encourage exploring and finding answers to his questions.

### **Read Aloud**

Reading is the key to academic success. To become a true reader, your child must develop the habit of reading-a lot. Make sure your child has daily contact with books. Students at this age need to be read to, and should have the opportunity to interact with written words, both at home and at school.

Practice reading daily. Start out with very easy books. Read aloud to your child, and then have him start reading aloud to you as he learns the reading vocabulary. If your child has not yet learned to read, then have him retell the story in his own words. The best indicator of school success is one's ability to read. Present reading as a tool with which your child can discover and explore new worlds. Reading can be fun and entertaining, so model it as a daily routine for the entire family.

### **Promote Understanding**

Children need to understand that what they are learning will have an impact on their daily lives and/or their future. Learning must have value in a child's "real world" to develop the child's motivation to become a life-long learner. Thus, practical experiences that connect learning to the real world are very important. Provide experiences with clocks, money, calendars, and following directions that make this connection.

### **Review and Reward Schoolwork**

Have your child share his schoolwork with you, and praise him for his efforts and successes. Let him know that learning involves both success and failure. Stress that when we make mistakes, we are still learning.

### **Be Prepared**

Being prepared for school begins the night before. Help your child organize and set out his clothes and school materials the night before so he will be ready to get to school on time each day.

### **Stay Involved**

For maximum success, parents need to partner with the schools to help their children reach their full potential. Attend school activities and conferences. Talk with your school about a way that you personally can get involved. Children respond when parents take an active role in the educational process.

## READING AND WRITING

### Reading

Children match sounds to letters and make meaning of written words.

*In kindergarten, children will learn phonetic awareness, i.e., the ability to hear and say the separate sounds (phonemes) in words.*

#### You can help by having your child:

- Recognize and name most letters of the alphabet.
- Recognize and say the common sounds of most letters, and write the letter that goes with a spoken sound.
- Tell the beginning and ending sounds of words, such as the *d* and *g* sounds in *dog*.
- Use his knowledge of sounds to write a word (e.g., c-a-t = cat).
- Make up words that rhyme (e.g., *cat* and *hat*).
- Blend sounds together to say a whole word (e.g., *b* and *ack* together to say *back*).
- Read simple picture-word books.
- Read approximately 20 simple, high frequency "sight words" (e.g., the, and).
- Understand stories heard or read by retelling you the story.
- Express thoughts and feelings by writing or drawing in a daily journal, or by writing stories or letters.

Children read books - either independently or with assistance - every day.

*It is essential to establish good reading habits at an early age. Children will be encouraged to read when they see their parents or others in their homes regularly enjoying newspapers, magazines, and books.*

#### You can help by having your child:

- Listen to you read aloud to him each day.
- Read with you each night for 15 to 20 minutes.
- Hold a book right side up, and turn the pages in the correct direction.
- Follow the text with his finger, pointing to the word that is being read.
- Discuss and identify characters and the roles they play in a story.
- Use new vocabulary learned from stories and books.

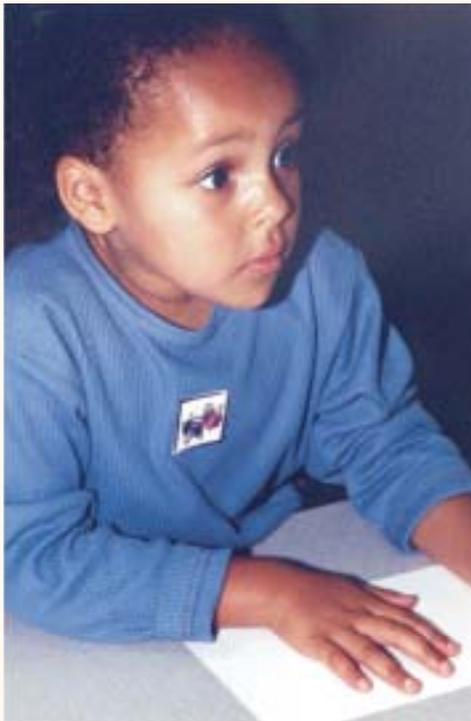
### Writing

Children write every day, choosing and developing their own topics.

*At this level, children will use different means to express themselves. They may use drawings, letter strings, "scribbles," and letter and word approximations. Kindergartners freely write in whatever manner they can, showing little or no concern for spelling, punctuation, and capitalization. As a result, most of their writing is readable only by themselves - but nonetheless, it is a wonderful and essential step in their ability to gain mastery of writing skills.*

**You can help by having your child:**

- Write his name.
- Write the letters of the alphabet.
- Write a letter that goes with a spoken sound.
- Write a word by blending sounds together (e.g., b-a-t = bat).
- Write a simple sentence. [Note: Children at this level generally write words the way they sound, so words may be misspelled.]
- Make an attempt to read his own writing back to you.



**Arithmetic and Number Concepts**

Children demonstrate an understanding of arithmetic and number concepts.

*At this level, children will investigate the numbers 1-10 and how numbers relate to each other (e.g., Is 3 more or less than 7? What number comes first, 6 or 4?).*

**You can help by having your child:**

- Recognize the numbers 1-10.
- Match the number of real objects to the corresponding numerals of 1-10 (e.g., ask him to count the number of cereal boxes in the pantry, the number of letters in his name, or the number of windows in a room).
- Compare two or more small groups and tell which group is more, less, or the same (e.g., ask him to compare the number of letters in his name to the number of letters in other family members' names).
- Compare and identify whether objects divided into parts are equal or not equal parts (e.g., break one large cookie in half, and then break another one into several unequal pieces).
- Recognize a penny, nickel, and dime and their values (i.e., 1 cent, 5 cents, and 10 cents).
- Write the numbers 1-10.

**Geometry and Measurement Concepts**

Children demonstrate an understanding of geometry and measurement concepts.

*Children will explore geometry (shapes) by interacting with everyday objects and physical materials.*

**You can help by having your child:**

- Recognize, name, draw, compare, and sort two- and three-dimensional shapes such as squares, rectangles, circles, ovals, triangles, and spheres (e.g., have him point to and name the different shapes in your home, on his body, and on his plate at breakfast and dinner).
- Create designs, patterns, and pictures using shapes (e.g., have him draw a picture using lots of shapes, and then have him ask you and other family members to find the different shapes in the picture).
- Locate and identify geometric shapes in your home and in the environment (e.g., a window is a rectangle; the sun is a circle).
- Describe the relationship between objects such as top/bottom, over/under, inside/outside, and beside/behind.
- Compare objects by size, length, and weight using a variety of measurement units (e.g., use his hands, rulers, string, and the bathroom scale to decide which is bigger or biggest).
- Compare objects using words such as long/short, big/small, full/empty, heavy/light, and more/less to describe objects (e.g., use everyday kitchen items to make comparisons, such as an empty glass versus a full glass of milk).

**Function and Algebra Concepts**

Children develop an understanding of function and algebra concepts.

*Children will study patterns in the world around them as a way to make generalizations, see relationships, and understand the logic and order of mathematics.*

**You can help by having your child:**

- Recognize, discuss, and/or duplicate a pattern using concrete materials (e.g., arrange picture cards of boys and girls into a pattern of boy/boy/girl/boy/boy/girl).
- Find the similarities and differences in patterns (e.g., create patterns using beans or buttons, and compare patterns for similarities or differences).
- Recognize and reproduce patterns from rhythms or songs (e.g., use tapping instruments or clapping hands to copy a pattern he's heard).



### Statistics and Probability Concepts

Children learn about statistics and probability, i.e., the likelihood of a specific event.

*Children will sort, collect, and compare data, and then represent the information through simple bar graphs.*

#### You can help by having your child:

- Sort objects by characteristics such as shape, size, color, and function (e.g., have him count the family members at home, and then ask him how many have long hair, how many have short hair?).
- Compare real-life data (e.g., objects collected on a walk - leaves, acorns, pebbles) and represent his findings by coloring in a bar graph.
- Tell another family member about a graph and what it means.

### Problem Solving and Mathematical Reasoning

Children solve mathematical problems using reasoning and problem solving skills.

*Children will use mathematical concepts to formulate and implement a solution.*

#### You can help by having your child:

- Use concrete objects (up to 10 total objects - e.g., straws) to show addition and subtraction processes.
- Solve mathematical problems presented orally using real objects.

- Talk about different ways to solve a problem by using tools such as guessing, estimating, and asking questions to clarify information, sequencing, and acting out a problem.
- State a problem in mathematical terms (e.g., 2 apples plus 2 apples equals 4 apples).
- Solve a problem using simple addition or subtraction.
- Use computers and calculators to help solve problems.

### Mathematical Skills and Tools

Children learn and use basic mathematical skills.

*Children will demonstrate an understanding of mathematical skills through a variety of ways.*

#### You can help by having your child:

- Count with fluency from 1 - 20.
- Show an understanding of matching objects to numbers for numerals 1 - 10.
- Count by fives and tens to 100 (e.g., help him count in multiples of 5 - 5, 10, 15, 20...100 - and multiples of 10 - 10, 20, 30...100).
- Use a calendar to identify the days of the week, the months of the year, the seasons, and the concepts of yesterday, today, and tomorrow (e.g., using a large calendar, each day talk about that day - today is Tuesday, yesterday was Monday, this is the month of April).
- Identify and use the ordinal positions first through fifth (e.g., this is the *first* book we've read; you are the *third* child in line).

**Mathematical Communication**

Children learn to use the language of mathematics.

*Children will use mathematical terms, vocabulary, and language when communicating with others.*

**You can help by having your child:**

- Use vocabulary, pictures, and dramatization to present math problems and solutions (e.g., have him act out a math problem - on a make-believe trip to a store, he buys four apples and then three more apples for a total of seven apples).
- Describe patterns and mathematical problems in a variety of ways.
- Use computer games to explore mathematical concepts.



**Inquiry Skills**

Children learn to investigate the world around them by using the processes of scientific inquiry.

*Children are naturally curious and will want to explore their world. Their questions can become the basis for conducting simple investigations.*

**You can help by having your child:**

- Ask questions about his world.
- Use tools to make observations (e.g., a magnifying glass, a ruler).
- Place objects and living organisms into different groups (e.g., mammals include cats, dogs, monkeys, and human beings).
- Make interpretations about his observations.
- Summarize and share what he has observed (e.g., have him draw pictures to describe what he observed on a nature walk).

**Physical Science**

Children investigate the properties of objects and materials.

*Children will notice that the natural world continually changes, and they will learn the vocabulary to describe these changes.*

**You can help by having your child:**

- Use his senses (e.g., touch, hearing) to identify objects.
- Describe objects using physical characteristics such as size, shape, color, and texture (e.g., help your child plant bulbs and seeds in the garden and describe the different stages of growth).

- Use descriptive words to explain the movement of objects in relationship to their surroundings (e.g., fast and slow).



### Life Science

#### Children study the characteristics of living things.

*Children will naturally be interested in other living organisms and ponder questions such as what might happen if certain living things - for example, butterflies, moths, crickets, and worms—no longer existed. They will study how living organisms grow, change, and survive in their own environments.*

#### You can help by having your child:

- Compare characteristics of living organisms (e.g., size, color, coverings, movements).
- Describe ways that animals satisfy their needs for food, water, and shelter (e.g., some birds hunt worms to feed their babies).
- Recognize that all living organisms grow, change, and eventually die.
- Describe changes of living organisms during a life cycle.
- Tell how the environment changes during the year and how it affects plants and animals (e.g., cold weather results in some birds flying south and some bears sleeping).

### Earth and Space Science

**Children identify the properties of Earth's materials.**

*Children wonder about such things as why the sky is blue, why things fall to the ground, where mountains come from, and how far away stars are in the night sky. They will explore the physical world around them and how it changes over time.*

**You can help by having your child:**

- Describe and name objects in the sky (e.g., the moon, stars, the sun, planets).
- Visit a planetarium (they have lots of exhibits and activities for children).
- Compare characteristics of day and night.
- Explore properties of Earth's materials such as water and soil (e.g., liquid/water vs. solid/ice).
- Note changes in the weather over time (e.g., fall, winter, spring, summer).
- Tell how the changes in the environment affect his daily life (e.g., when it's cold outside, he has to wear a coat).

### Science and Technology

**Children identify simple tools of technology and how to use them in their daily lives.**

*Children will be interested in the ways that technology affects their lives, such as how buildings are built and how computers work.*

**You can help by having your child:**

- Identify technological tools (e.g., computers, telephones, VCRs).

- Tell how technological tools can help people do work and solve problems.
- Design and build structures using blocks, sand, and other materials.

### Science in Personal and Social Perspectives

**Children learn how a population or environment can change and ways to protect the environment and conserve resources.**

*Children will learn that observing objects carefully will help with the understanding of their world. They will be able to describe their observations and tell how they can make changes.*

**You can help by having your child:**

- Identify different populations within the school setting and tell how a member can belong to more than one group (e.g., kindergarten, the school chorus, a soccer team).
- Tell how he can share supplies and reduce waste in his school and community.
- Practice conservation at school and at home (e.g., turn off lights and water faucets).
- Observe changes in the environment and tell how he can help/improve the environment (e.g., not litter, protect wild animals and their homes, save things that can be used over again).

### History and Nature of Science

Children learn that science is a human effort.

*Children will explore how science and technology are used in daily life.*

#### You can help by having your child:

- Identify ways that parents and neighbors use science and technology every day (e.g., if you have a science-related job or hobby such as repairing cars, birdwatching, or growing a vegetable garden, share your enthusiasm with your child).



### Citizenship

Children learn about good citizenship.

*Children will learn the basic principles of living in a democratic society. They will learn how to be cooperative and share by working with others in interest areas, in the cafeteria, in gym, in art and music, and on the playground.*

#### You can help by having your child:

- Identify examples of good citizenship (e.g., taking turns, sharing, listening, group problem solving).
- Work with a partner.
- Participate in large group activities as a sharing experience (e.g., attend a neighborhood picnic).
- Compromise as a way to cooperate.
- Recognize the American flag as a symbol of the United States.

### Culture

Children learn about culture and cultural diversity.

*Children will learn about their own family and families in other countries. They will recognize that families vary in size and that families change over time. They will explore ways that the lives of children in different countries are both similar to and different from their own.*

#### You can help by having your child:

- Define and use appropriate vocabulary to describe the family structure (e.g., grandparent, aunt, uncle, cousin).

- Identify various types of food, clothing, and money from different cultures (e.g., attend various cultural events in the community to help him understand his heritage and the heritage of others).
- Describe customs of specific holiday celebrations.

### Time, Continuity, and Change

Children learn how people view themselves in and over time.

*Children will learn about the concepts of self and others, and how human beings change as they grow. They will learn about time in relationship to themselves and their activities.*

#### You can help by having your child:

- Identify personal information about himself.
- Recognize people from different times and places (e.g., share family history with him using photo albums and memorabilia).
- Sequence the events of a daily routine (e.g., talk with him about the predictable routines of a school day).

### Space and Place

Children learn about their world and where they fit geographically.

*Children will learn where they live in the world and its relationship to other places. They will be able to recognize major features of Earth on a globe (e.g., mountains, oceans, and landmasses).*

#### You can help by having your child:

- Recognize the globe as a model of Earth.
- Understand that maps describe locations and show where people live (e.g., have him draw or paint a map of your neighborhood and mark where you live, places to go).
- Use a globe to describe features (e.g., land, water, mountains) of Earth.
- Compare/contrast relative locations of people, places, and things (e.g., near, far, over, under).

### Individual Development and Identify

Children learn about individual development and identify.

*Children will learn to recognize their own feelings and how to respond appropriately in different situations.*

#### You can help by having your child:

- Describe how he is feeling (e.g., happy, sad, angry).
- Show responsibility for his own actions (e.g., express the way he feels by using feeling words such as, "I feel sad because..." or "I feel angry because...").
- Exhibit friendliness, helpfulness, and thoughtfulness in his everyday life.
- Show respect for others.

### Individuals, Groups, and Institutions

Children learn about the interaction among individuals, groups, and organizations.

*Children will learn how people live together and get along with each other. They will explore the different roles of people in the community.*

**You can help by having your child:**

- Explain the reason for rules and laws (e.g., cars have to stop at red lights or there will be accidents and people could get hurt).
- Recognize the need for authority.
- Learn about community helpers (e.g., have him identify the different types of jobs, workplaces, tools, uniforms, and vehicles that are associated with them).
- Relate information gained on community trips with family and school.

**Production, Distribution and Consumption**

Children learn how people organize for the production, distribution, and consumption of goods and services.

*Children will identify the basic needs of families and understand that families make or buy some of their needs. They will distinguish the difference between a "want" and a "need," and they will recognize that wants are not necessary for people to live.*

**You can help by having your child:**

- Tell the difference between a need and a want in the distribution of goods (e.g., needs are things - such as food - that we must have to live, and wants are things - such as a toy - that we would like to have/buy).
- Participate in activities that require a division of jobs (e.g., chores at home).
- Identify the uses of money and how families use money to buy some of their needs.

**Power, Authority, and Governance**

Children learn how people create and change structures of power and authority.

*Children will understand that school rules are necessary for order and fairness as well as for safety and health. They will identify rules in and around the school, and recognize the consequences of not following school rules.*

**You can help by having your child:**

- Explain the responsibilities of students at school.
- Identify rules at school.
- Describe the consequences of breaking rules.

### Science, Technology, and Society

Children learn about the relationships among science, technology, and society.

*Children will explore Earth's different environments, and will understand how to take care of the earth and its people and animals. They will identify litter and learn how to recycle objects. They will discover that people and societies all over the world use technology.*

#### You can help by having your child:

- Read books about the different environments on Earth (e.g., deserts, rain forests, the South Pole) and the people and animals that live in those environments.
- Recycle, reduce litter, and reuse recyclable items.
- Explore the uses of technology (e.g., computers, answering machines).

### Global Connections

Children learn about global connections and interdependence.

*Children will explore how their classroom and school are made up of individuals of diverse backgrounds.*

#### You can help by having your child:

- Develop friendships with people of various backgrounds.
- Develop and use skills to communicate with individuals and groups (e.g., if you live or travel in a foreign country, help your child learn key words in that country's language).
- Participate in activities with people from diverse backgrounds (e.g., take part in community cultural events).



Notes

Appendix

## Internet Sites for Children

*The following links are just some of the Web sites designed for children. Children learn best through hands-on activities and exploring the world around them. Technology supports learning by providing access to information and interactive activities.*

*Note: While these Web sites were working at the time of publication, the Internet is dynamic and some of these sites may no longer be active. Please review each link before your child uses it.*

### Reading and Writing Links

Buddy's Bearded Collie Literacy Notebook - <http://www.skyline.net/~scarfone/buddy.htm> - reading and writing activities.

Child Fun - <http://www.childfun.com/themes/letters.shtml> - alphabet games and activities.

Consumer Report - [http://www.ifg-inc.com/Consumer\\_Reports/LearnToRead.html](http://www.ifg-inc.com/Consumer_Reports/LearnToRead.html) - *Helping Your Child Learn to Read.*

Java Script - <http://www.billybear4kids.com/games/online/alphabet/abc.htm> - alphabet games.

Magic School Bus - <http://www.scholastic.com/magicschoolbus/home.htm> - activities for children.

Papajan - <http://abc-read.com/write.html> - ABC's of reading.

Pitarra.com - <http://www.pitara.com/talespin/folktales.asp> - children's folktales and stories.

Surf2 School - <http://www.surf2school.net/Upload%20Folder/Grades/2nd%20Grade.html> - Designed like a real school with classrooms, library, playground, and other typical school resources. Student workstation has reference materials, reading activities, study materials, and tests.

United States Department of Education - <http://www.ed.gov/pubs/CompactforReading/> - materials for families to ensure good reading skills in children. Includes 400 activities for K-3 students.

United States Department of Education - <http://www.udel.edu/ETL/RWN/Encourage.html> - reading and writing activities.

United States Department of Education - <http://www.ed.gov/pubs/CompactforReading/tablek.html> - features 100 reading and literacy activities appropriate for kindergartners.

University of Florida - <http://web.uflib.ufl.edu/cm/africana/children.htm> - African Children's Literature.

### Math Links

Education by Design Kids Activities - <http://www.edbydesign.com/kidsact.html> - online activities for kids, including a Pokemon scrambler, math games, and a place to publish stories, jokes, and poems.

Eisenhower National Clearinghouse - <http://www.enc.org/professional/timesavers/lessonplans/math/0,1544,1%2DCounting,00.shtml> - math activities.

Kids Math Syvum Book - <http://www.syvum.com/math/arithmetic/level1.html> - arithmetic problems and math exercises for kids.

Math Cats Magic Chalkboard - <http://www.mathcats.com/> - math art gallery and lots of interactive math activities, including magic squares, conversions, seasonal surveys, symmetry, tessellations, geometric designs, and games.

Math in the Home - <http://npin.org/library/pre1998/n00109/home.htm> - games and activities at home to explore math.

Math Is Fun - <http://www.mathsisfun.com/> - math games and activities you can play with your child to help him understand numbers and math concepts.

Quia Mathematics Activities - <http://www.quia.com/dir/math/> - activities to practice addition, subtraction, multiplication, division, and rounding.

Saxon Publishers - [http://www1.saxonpub.com/tech/online\\_activities.html](http://www1.saxonpub.com/tech/online_activities.html) - activities in math and phonics.

Teach R Kids Math - <http://www.teachrkids.com/> - math for elementary school kids.

The Activity Idea Place 123 Child - <http://www.geocities.com/Heartland/Acres/8911/index2.html> - activities for art, math, and science.

United States Department of Education - <http://www.ed.gov/pubs/parents/Math/index.html> - *Helping Your Child Learn Math.*

### Science Links

About.com The Human Internet - <http://kids.science.miningco.com/msub15.htm> - science/nature for kids.

Canadian Broadcasting Corporation (CBC) - <http://www.cbc4kids.ca/general/time/default.html> - time-related links, including cultural calendars, what happened today in history, information on the millennium, and TV and radio timelines.

Discovery Channel - <http://school.discovery.com/sciencefaircentral/> - many activities and games on science concepts.

Disney Family Page - <http://family.go.com> - activities, learning opportunities, parenting techniques, and more.

Early Childhood Math and Science Activities - [http://members.tripod.com/~Patricia\\_F/mathscience.html](http://members.tripod.com/~Patricia_F/mathscience.html) - science and math activities for ages 3 to 10.

The Franklin Institute Online - <http://www.fi.edu/tfi/activity/> - science activities for children 5-12 years of age.

Jason's Page of Science Links - <http://horsehoopranch.com/jason/jason.htm> - connects to children's science links with interactive games and activities.

National Geographic.com - <http://www.nationalgeographic.com/kids/index.html> - games, activities, and articles for children.

NASA's Space Science Activities for Students - <http://www.nasa.gov> - space science activities for elementary students.

Online Science Activities for Kids - [www.exploratorium.edu/learning\\_studio/index.htm/](http://www.exploratorium.edu/learning_studio/index.htm/) - science activities for children.

Science Nature for Kids - <http://kidscience.about.com/cs/theenvironment/> - ask experts tough questions, and have fun and learn about science at the same time with experiments, projects, and games.

The Science Spiders - <http://www.sciencespiders.com/TheScienceSpiders/default.htm> - science books and activities for children ages 3 to 10.

Sesame Street - [www.sesameworkshop.org](http://www.sesameworkshop.org) - includes safety tips for kids, family activities, health information, children's education, and parenting tips.

United States Department of Education - <http://www.ed.gov:80/pubs/parents/Science/index.html> - *Helping Your Child Learn Science*.

United States Department of Education - <http://www.ed.gov/pubs/parents/Science/Introduction.html> - ways to help children learn science.

Yahoo - [http://www.yahooligans.com/Science\\_and\\_Nature/](http://www.yahooligans.com/Science_and_Nature/) - links to science websites for kids.

2think.org - <http://www.2think.org/hycls.shtml> - *Helping your Child Learn Science*.

### **Social Studies Links**

Early Childhood Social Studies - [http://patricia\\_f.tripod.com/ssmotor.html](http://patricia_f.tripod.com/ssmotor.html) - large collection of activities to help young children learn about themselves and the world in which they live.

Explorations 4 Kids - <http://www.gomilpitas.com/homeschooling/explore/activism.htm> - a directory of web sites for learning.

Fun Social Studies - <http://www.funsocialstudies.com/> - a child friendly environment for learning social studies, with articles and links primarily aimed at children ages 7 to 12.

National Council for Social Studies and the New York Life Insurance Company - <http://www.americanpresident.org/introduction.htm> - exciting tools and resources to learn about the U.S. presidency.

National Geographic - <http://www.nationalgeographic.com/kids/> - games, contests, articles, and activities.

National Geographic Xpedition - <http://www.nationalgeographic.com/xpeditions/hall/index.html> - an interactive museum that takes children on geography journeys.

National History Museum: London - <http://www.nhm.ac.uk/interactive/index.html> - exhibits and activities, as well as research projects, features, and related sites.

The Wagon Train - <http://www.siec.k12.in.us/~west/proj/lincoln/> - a picture gallery, an Internet treasure hunt, and class activities.

United States Department of Education - <http://www.kidsource.com/kidsource/content/history.html> - activities to help children learn history, ages 4 to 11.

Yahooligans - [http://www.yahooligans.com/School\\_Bell/Social\\_Studies/Mythology\\_and\\_Folklore](http://www.yahooligans.com/School_Bell/Social_Studies/Mythology_and_Folklore) - a mythology and folklore site.

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