



## KINDERGARTEN



**Objective:** Students will be able to identify ways to show respect, consideration and care to others.

**Kindness Definition:** Kindness means being friendly, generous or considerate to ourselves and others through our words and actions.

**Kindness Concepts:** Caring, Helpfulness, Respect

## LESSON ACTIVITIES

Kindness Song Activity, p. 3-4  
(10 to 15 minutes)

Pictures of Kindness Treasure Hunt/  
Bingo, p. 5-8  
(20 to 25 minutes)

*How Full is Your Bucket? For Kids*  
Read Aloud and Discussion, p. 9  
(20 to 25 minutes)

Kindness Bucket Activity, p. 10  
(10 minutes to explain, plus weeks to search for kindness)

Kindness Bucket Book, p. 11-12  
(30 to 40 minutes)

Home Extension Activity, p. 13-14

## LESSON MATERIALS

- Kindness Song Sheet, one for teacher (and more copies if necessary)
- Green Acres Theme Song (you can download this recording for free: <http://bit.ly/LFsfPi>)

- Pictures of Kindness Treasure Hunt sheet, one for each student. NOTE: There are three different templates, so distribute them equally among the students.
- Pictures of Kindness Treasure Hunt template, one copy enlarged for teacher and cut apart before class. Hide pictures in the room before class.

- *How Full is Your Bucket? For Kids* by Tom Rath and Mary Reckmeyer (Gallup Press: 2009)

- Cover stock
- Markers, colored pencils or crayons
- Create small cut out buckets out of construction paper, enough for students to record acts of kindness. Students could cut these out themselves.
- Create a large beach picture made out of paper for students to tape buckets to. You could create another setting, such as a classroom, home, etc. to tape the buckets to.
- Multi-colored construction paper

- Materials to make a book (laminator, book binding, etc.)

- Take home activity, one sheet for each student

QUESTIONS? CONTACT: [TeacherHelp@RandomActsofKindness.org](mailto:TeacherHelp@RandomActsofKindness.org)

## LESSON NOTES

- The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
- Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class or have students discuss with a partner, if you think that is appropriate.
- The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the [Kindness Concept Posters](#) during the unit. See the [RAK Teacher Guide](#) for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.
- Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.
- The [Kindness Tool Kit](#) is another way to meet the needs of diverse learners. See the [RAK Teacher Guide](#) for how to create and use this tool kit.
- RAK also has developed [Focusing Strategies](#) and [Problem-Solving Strategies](#) to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the [RAK Teacher Guide](#) for more information about incorporating those strategies into the lesson.
- Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
- This lesson includes a home extension activity. Have the students complete this activity at home when you think they are ready to practice the skills being introduced.
- The Common Core Standards met are listed after the activity title. Key is provided on pages 15.
- Our lessons also meet Colorado's Comprehensive Health standards, which, along with CASEL's Core Competencies, were used to create our learning objectives.

## SUGGESTED INTRODUCTION TO UNIT

Teacher says: *"For the next few weeks, we are going to talk about what it means to show respect, consideration and care for others. Can anyone tell me what respect means? Can anyone tell me what it means to be considerate? Can anyone tell me what it means to care for others?"* Allow time for students to respond and discuss, either as a class or in small groups. You can also use this time to introduce the key Kindness Concepts (caring, helpfulness and respect) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for caring, helpfulness and respect as a way to reinforce learning.

## VOCABULARY WORDS FOR UNIT

**Respect:** Treating others as you would like to be treated.

**Consideration:** Showing thoughtfulness for others.

**Helpfulness:** Giving help to others.

**Caring:** Feeling and showing concern for others.

## KINDNESS SONG ACTIVITY (10 to 15 minutes)

### LESSON MATERIALS

- Kindness Song Sheet, one for teacher (and more copies if necessary)
- Green Acres Theme Song (you can download this recording for free: <http://bit.ly/LFsfPi>)
- Kindness Concept Posters: Caring, Helpfulness, Respect

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.SL.K.1a-b, 2, 3, 6*  
*Colorado: Comprehensive Health S.3, GLE.1, EO.a;*  
*Reading, Writing and Communicating S.1, GLE.1,*  
*EO.c,f,h,i,j; S.1, GLE.2, EO.a,b,c,d,e; Music S.1, GLE.1,*  
*EO.b,c)*

### DESCRIPTION

1. Teacher says: *"We are going to start with a song about kindness that we will learn together and hopefully sing throughout the year. We will learn one line at a time and then learn or develop some hand motions to go along with it!"*
2. Sing one line to the tune of Green Acres and have students repeat or you can post the song using your smart board or other device. If you think students would like to have a copy, you can distribute as well. You can spend as much time as you like on the song and can repeat over a number of weeks.
3. Teach the students the hand motions found on the song sheet or have students develop their own.
4. You may also want students to write their own words for a song. If so, then perhaps you want to do this activity after the other activities, so they can think about other ways to be kind.

### EVALUATION

Teacher asks: *"Can you repeat one line from the song that meant something to you?"*

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Using the pictures on the song sheet as a way to learn the song.
2. Referring to the images on the [Kindness Concept Posters](#) to enforce understanding.
3. Turning to a friend and practicing the hand motions.
4. Reflecting on images that show respect, helpfulness and caring from the song sheet to better understand the meaning of these words.
5. Practicing or singing song outside during recess.

## KINDNESS SONG

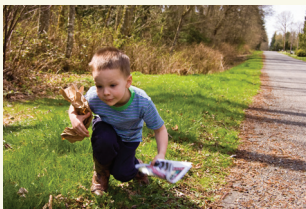
(Sung to the tune of the Green Acres Theme Song)  
Written by teachers at Rocky Mountain Academy of Evergreen, CO



WORDS

Showing kindness is the way to be  
Makes a better world for you and me  
Use kind words and be really nice  
Make it a habit, don't think about it twice

Being kind isn't hard to do  
If you want kindness, then  
show it, too  
Give a smile and have a  
friendly way  
Get right to it, and get started today



Use manners  
Be Nice  
Be Helpful  
Respect!



Kind words you should choose  
Rude words make you lose  
'Cause kindness truly rules!

## HAND MOTIONS

*Hand over heart*

*Hands make a circle, then point to  
someone else and then self  
Hand to mouth, move hand away, put  
hand gently on someone else's arm  
Pound fists on top of each other, shake  
head no twice*

*Hand over heart*

*Move hand in a sweeping motion*

*Point to the mouth, give a big smile*

*March in place*

*Motion to someone that they can go first*

*Pretend to hand something to someone*

*Pretend to clean up trash*

*Hands to ears to show listening carefully*

*Point to the mouth, give a big smile*

*Point to the mouth, give a big frown*

*Point fingers high in the air*

## PICTURES OF KINDNESS TREASURE HUNT/BINGO *(20 to 25 minutes)*

### LESSON MATERIALS

- Pictures of Kindness Treasure Hunt Sheet, one for each student. NOTE: There are three different templates, so distribute them equally among the students. (p. 6, 7 and 8)
- Pictures of Kindness Treasure Hunt template, one copy enlarged for teacher and cut apart before class. Hide pictures in the room before class
- Kindness Concept Posters: Caring, Helpfulness, Respect

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.SL.K.1a-b, 2, 3*  
*Colorado: Comprehensive Health S.3, GLE.1, EO.a;*  
*Reading, Writing and Communicating S.1, GLE.1,*  
*EO.c,f,h,i,j; S.1, GLE.2, EO.a,c,d,e*

### DESCRIPTION

1. Teacher says: *"Can anyone give me some examples of ways that we can be kind to others?"* Allow students to respond.
2. Hand one treasure hunt sheet to each student; there are three templates. Make sure to distribute them evenly.
3. Then say: *"We are going to play a game. On this sheet are pictures of kindness or ways we can show care for others."* Point to each picture one at a time and ask the students what these pictures show.
4. Say: *"I have hidden the same pictures of kindness around the room. Once you find the picture that is on the sheet, cross it out with an X. The first person (or team) to get three in a row should say Bingo!"*
5. If you want to make the game more cooperative, have the students work in teams to find the pictures. If necessary, assign roles to students or tell different groups to search in different sections of the room.
6. You can also have the students continue until the Bingo card is filled. Another option is to give rewards for the Bingo.
7. Once the game is over you can hang the images in the room as a reminder of ways to be kind.

### EVALUATION

Teacher says: *"What is one way that you can show respect and kindness this week?"*

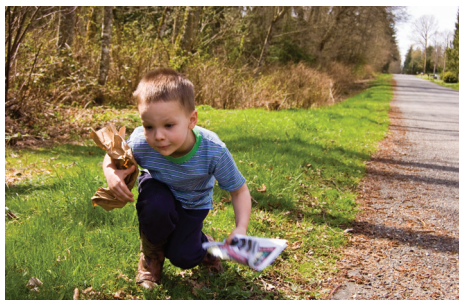
### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Hearing calm music during the game. When music stops (or you stop the music), have them take a one minute brain break. Then start the music again.
2. Discussing in teams how to search for kindness images in the classroom before starting the game.
3. Creating their own Bingo template and finding or drawing images of kindness.

# PICTURES OF KINDNESS TREASURE HUNT

**Directions:** Can you find these pictures of kindness in the room? Put an X over the box on this sheet when you find the picture. When you get three in a row, say Bingo!



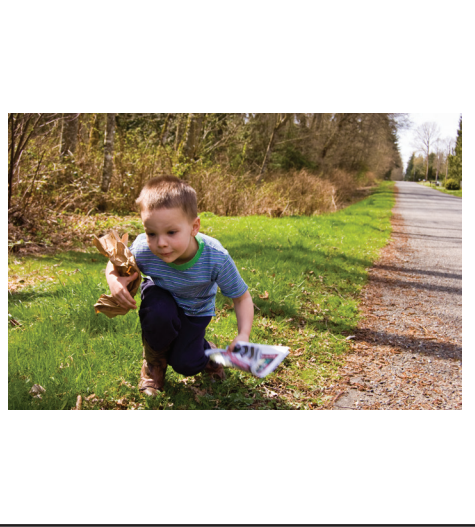
# PICTURES OF KINDNESS TREASURE HUNT

**Directions:** Can you find these pictures of kindness in the room? Put an X over the box on this sheet when you find the picture. When you get three in a row, say Bingo!



# PICTURES OF KINDNESS TREASURE HUNT

**Directions:** Can you find these pictures of kindness in the room? Put an X over the box on this sheet when you find the picture. When you get three in a row, say Bingo!





## HOW FULL IS YOUR BUCKET? FOR KIDS READ ALOUD AND DISCUSSION (20 to 25 minutes)

### LESSON MATERIALS

- *How Full is Your Bucket? For Kids* by Tom Rath and Mary Reckmeyer (Gallup Press: 2009)
- Kindness Concept Posters: Caring, Helpfulness, Respect

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.RL.K.1, 2, 3, 4, 10; CCSS.ELA-Literacy.SL.K.1a-b, 2, 3, 4, 6; CCSS.ELA-Literacy.L.K.1, 4, 6*  
*Colorado: Comprehensive Health S.3, GLE.1, EO.a; Reading, Writing and Communicating S.1, GLE.1, EO.a,c,f,h,i,j; S.1, GLE.2, EO.a, b,c,d,e; S.2, GLE.1, EO.a,i,j,i,i,i, b,i, d.i*

### DESCRIPTION

1. Say: "We are going to read a book called "How Full is Your Bucket?" I want you to listen as I read for the ways that people are kind and unkind in the book and what happens because of the way they act. At the end, I will ask you to mention the ways that people show kindness in the book."
2. Read the book, showing the pictures and pausing to explain the words that students don't understand.
3. After you finish reading, ask the following questions:
  - 1) *Grandpa says we each have an invisible bucket that needs to be filled. What does that mean?*
  - 2) *What happened at home, on the bus, and at school to empty Felix's bucket? (Slips on floor, drops the cereal, dog stole his muffin, kids whisper about him, make fun of his backpack, call him names.)*
  - 3) *What happens during the day to fill his bucket? (Classmates like his story, chosen as captain, teacher compliments his picture, student compliments his backpack, he helps someone, gives friend a baseball, says hi to someone new, helps his sister.)*
  - 4) *Do people's words and actions fill or empty your bucket (i.e. make you feel happy or sad)? Why?*
  - 5) *What words or ways people act fill your bucket? What words or ways people act empty your bucket?*
  - 6) *Are there ways to be kind to animals or in nature that fill your bucket?*
  - 7) *Where do you see people filling other people's buckets?*
  - 8) *When you fill people's buckets, how do you think they feel about you?*
4. As students answer the questions, you can point to the images from the kindness bingo or you can write some of these responses on the board.

### EVALUATION

Teacher asks: "This week, what is one way you can fill someone's bucket?"

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having additional copies of the book to view in small groups or seeing the book on a document camera.
2. Watching the teacher write the act of kindness described in the story on a bucket as a visual aid while reading the book and to help prepare for the Kindness Bucket Activity described on page 10.
3. Pretending to fill or empty the bucket as they listen to the story; they may need encouragement to stay in their own personal space during this exercise. (See *Creating a Kind Classroom*, Kindergarten lesson for personal space activities.)
4. Looking through other books or resources from the classroom library to find examples of kindness.

## KINDNESS BUCKET ACTIVITY

(10 minutes to explain, plus weeks to search for kindness)

### LESSON MATERIALS

- Cover stock
- Markers, colored pencils, crayons
- Create small cut out Buckets from construction paper, enough for students to record acts of kindness. Students could also cut these out.
- Create a large beach picture made out of paper for students to tape buckets to. You could create another setting too: a classroom, home, etc.
- Multi-colored construction paper
- Kindness Concept Posters: Caring, Helpfulness, Respect

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.SL.K.5; CCSS.ELA-Literacy.W.K.3; CCSS.Math.Content.K.CC.B.4; CCSS.ELA-Literacy.L.K.2*  
*Colorado: Comprehensive Health S.3, GLE.1, EO.a; Reading, Writing and Communicating S.1, GLE.1, EO.a,b,c,f,h,i,j; S.1, GLE.2, EO.c,d,e; S.3, GLE.1, EO.c; Mathematics 2.1, GLE.1, EO.b*

### DESCRIPTION

1. Teacher says: *"We are going to continue talking about how we can fill our buckets. Between now and \_\_\_\_\_ (specific date), we are going to be looking for kindness. I am going to give you a bucket and when you see, say or do something kind or caring for others, for the environment or for yourself, write it or draw it on the bucket. We will tape our bucket to the beach scene. Hopefully our beach will be filled with lots of buckets of kindness!"*
2. During the next few weeks (or whatever time period you have determined), encourage students to notice acts of kindness and write them on a bucket. At a certain time of the day, have students read the act of kindness they observed before attaching it to the beach scene. As they get closer to the specific date, encourage them to keep looking for acts of kindness.
3. **Optional Math Extension Activity:** At the beginning of the project, have students predict how many ways of kindness they will gather. You could record them on a number chart on the board or with a thermometer. You could also have them set a goal that they will try to reach. At the end of the time period, have the students count the number of buckets, read a few out loud and compliment them for being so observant.

### EVALUATION

Teacher asks: *"Why do think it is important to fill your bucket or someone else's?"*

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Working in teams to discover kindness and discussing what they found to increase understanding.
2. Offering magazines so that students can cut out images to put on their bucket.
3. Writing a complete sentence; however, feel free to modify as needed by providing a word bank, traceable words or sentence frame shown on the printable page on p. 12.

## KINDNESS BUCKET BOOK *(30 to 40 minutes)*

### LESSON MATERIALS

- Materials to make a book (laminator, book binding, etc.)
- Optional: Sentence Frame sheets, example provided on p. 12
- Kindness Concept Posters: Caring, Helpfulness, Respect

### STANDARDS MET

*Common Core: CCSS.ELA-Literacy.SL.K.1a-b, 2, 3, 5, 6; CCSS.ELA-Literacy.W.K.3; CCSS.ELA-Literacy.L.K.1, 2*  
*Colorado: Comprehensive Health S.3, GLE.1, EO.a; Reading, Writing and Communicating S.1, GLE.1, EO.a,b,c,f,h,i,j; S.1, GLE.2, EO.a,b,c,d,e; S.3, GLE.1, EO.c; S.3, GLE.2, EO.a,b*

### DESCRIPTION

1. Teacher says: *"Today we are going to think about ways we can be respectful and caring to others. Can anyone give me examples of how to be kind?"* Elicit responses.
2. Then explain: *"Now we are going to write a sentence and draw a picture that shows someone being kind to you or you showing kindness to someone else."* Encourage them to sound out words or use whatever writing techniques you have developed for the class. Then make sure they draw a picture to go with their sentence.
3. Have students present their page to the class, reading their sentence and describing the drawing.
4. Once they are finished, gather the pages, create a title page, laminate all pages and make them into a book for the class to view. Students value seeing their published work!

### EVALUATION

Reviewing the book together serves as an evaluation of this activity.

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Writing at their developmental level; offer blank pages, pages with lines, pages with sentence frames. See sheet on p. 12 as an example. You may need to create a different page depending on what the students want to write.
2. Using the examples they wrote on the buckets as a reference while writing or drawing their kindness page.

## HOW FULL IS YOUR BUCKET?

This is me filling \_\_\_\_\_

(Write name here.)

\_\_\_\_\_

bucket.

## HOME EXTENSION ACTIVITY

### MATERIALS

Home Extension Activity (p. 14), one sheet for each student

### DESCRIPTION

1. The attached take home activity can be done at any point during the unit, when you feel that the ideas being taught would benefit from reinforcement at home. Perhaps you want to distribute it on a Friday (to put in Friday folders) and have students return on a Monday.
2. Write the return date on the sheet before you distribute it.
3. Hand out the Home Extension Activity and say: *“We have been talking about respect, consideration and care in our class and I want you to talk about these ideas with your parent, guardian or another adult who cares for you. Please put this in your folder and return by \_\_\_\_\_.”*
4. The day the students bring back their sheet, ask the following questions:
  - 1) *How do you think you can show respect, consideration and care at home?*
  - 2) *How do you think respect, consideration and care can help create kindness at home or with your friends?*



Name: \_\_\_\_\_

Please return by: \_\_\_\_\_

## BACKGROUND

As part of the Random Acts of Kindness program at your student's school, we have been learning about respect, consideration and caring. Ask your student what he or she has learned about these qualities and discuss the vocabulary words listed below.

## VOCABULARY WORDS

**Respect:** Treating others as you would like to be treated.

**Consideration:** Showing thoughtfulness for others.

**Caring:** Feeling and showing concern for others.

**Helpfulness:** Giving help to others.



## AT HOME ACTIVITY

Discuss the following questions and write (or have your student write or draw) responses in the space provided or on the back and return to school by the date above:

- How do you think we can show respect, consideration and caring?

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- How do you think respect, consideration and caring can help create kindness in our house and with your friends?

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## ACADEMIC SUBJECT KEY



Comprehensive Health



Reading, Writing and Communicating



Science



Mathematics



Social Studies



Visual Arts



Drama and Theatre Arts

## COMMON CORE STANDARDS ([www.corestandards.org](http://www.corestandards.org))

### 1. Reading: Literature

- *CCSS.ELA-Literacy.RL.K.1:* With prompting and support, ask and answer questions about key details in a text.
- *CCSS.ELA-Literacy.RL.K.2:* With prompting and support, retell familiar stories, including key details.
- *CCSS.ELA-Literacy.RL.K.3:* With prompting and support, identify characters, settings, and major events in a story.
- *CCSS.ELA-Literacy.RL.K.4:* Ask and answer questions about unknown words in a text.
- *CCSS.ELA-Literacy.RL.K.10:* Actively engage in group reading activities with purpose and understanding.

### 2. Speaking & Listening

- *CCSS.ELA-Literacy.SL.K.1:* Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- *CCSS.ELA-Literacy.SL.K.1a:* Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- *CCSS.ELA-Literacy.SL.K.1b:* Continue a conversation through multiple exchanges.
- *CCSS.ELA-Literacy.SL.K.2:* Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- *CCSS.ELA-Literacy.SL.K.3:* Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- *CCSS.ELA-Literacy.SL.K.4:* Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- *CCSS.ELA-Literacy.SL.K.5:* Add drawings or other visual displays to descriptions as desired to provide additional detail.
- *CCSS.ELA-Literacy.SL.K.6:* Speak audibly and express thoughts, feelings, and ideas clearly.

### 3. Writing

- *CCSS.ELA-Literacy.W.K.3:* Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## 4. Language

- *CCSS.ELA-Literacy.L.K.1*: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- *CCSS.ELA-Literacy.L.K.2*: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- *CCSS.ELA-Literacy.L.K.4*: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- *CCSS.ELA-Literacy.L.K.6*: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## 5. Mathematics

- *CCSS.Math.Content.K.CC.B.4*: Understand the relationship between numbers and quantities; connect counting to cardinality.

## COLORADO P-12 ACADEMIC STANDARDS

<http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards.asp>

### 1. Comprehensive Health

- *Standard 3: Emotional and Social Wellness in Health*  
Grade Level Expectation (GLE): 1. Exhibit understanding that one's actions impact others  
Evidence Outcomes (EO): a. Students can demonstrate ways to show respect, consideration, and care for others

### 2. Reading, Writing and Communicating

- *Standard 1: Oral Expression and Listening*  
Grade Level Expectation (GLE): 1. Oral communication skills are built within a language-rich environment.  
Evidence Outcomes (EO): Students can:
  - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
  - Add drawings or other visual displays to descriptions as desired to provide additional detail.
  - Speak audibly and express thoughts, feelings, and ideas clearly
  - Identify real-life connections between words and their use (e.g., note places at school that are colorful)
  - Express words and word meanings as encountered in books and conversation
  - Use new vocabulary that is directly taught through reading, speaking, and listening
  - Relate new vocabulary to prior knowledgeGrade Level Expectation (GLE): 2. Communication relies on effective verbal and nonverbal skills  
Evidence Outcomes (EO): Students can:
  - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
  - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
  - Ask and answer questions in order to seek help, get information, or clarify something that is not understood



- d. Listen with comprehension to follow two-step directions
- e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts

- *Standard 2: Reading for all Purposes*

Grade Level Expectation (GLE): 1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading

Evidence Outcomes (EO): Students can:

- a. Use Key Ideas and Details to:

- ii. With prompting and support, ask and answer questions about key details in a text

- iii. With prompting and support, retell familiar stories, including key details

- iv. With prompting and support, identify characters, settings, and major events in a story

- b. Use Craft and Structure to:

- iii. Ask and answer questions about unknown words in a text

- d. Use Range of Reading and Level of Text Complexity to:

- v. Actively engage in group reading activities with purpose and understanding

- *Standard 3: Writing and Composition*

Grade Level Expectation (GLE): 1. Text types and purposes, labels, and familiar words are used to communicate information and ideas.

Evidence Outcomes (EO): Students can:

- c. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened

Grade Level Expectation (GLE): 2. Appropriate mechanics and conventions are used to create simple texts

Evidence Outcomes (EO): Students can:

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

### 3. Mathematics

- *Standard 1: Number sense, Properties, and Operations*

Grade Level Expectation (GLE): 1. Whole numbers can be used to name, count, represent and order quantity

Evidence Outcomes (EO): Students can:

- b. Count to determine the number of objects

### 4. Music

- *Standard 1. Expression of Music*

Grade Level Expectation (GLE): 1. Perform independently

Evidence Outcomes (EO): Students can:

- c. Sing a variety of simple songs and singing games

- d. Echo and perform simple melodic and rhythmic patterns

Inquiry Questions (IQ): 2. How can performing songs help you learn?

## OTHER STANDARDS MET

### 1. 21st Century Skills ([www.p21.org](http://www.p21.org))

- *Learning and Innovation Skills*
  - a. Critical Thinking and Problem Solving: Reason effectively, use systems thinking, solve problems
  - b. Communicate clearly and collaborate with others
  - c. Creativity and Innovation: Think creatively and work creatively with others
- *Life and Career Skills*
  - a. Initiative and Self Direction: Manage goals and time, work independently, be self-directed learners
  - b. Social and Cross-Cultural Skills: Interact effectively with others, work effectively in diverse teams
  - c. Productivity and Accountability: Manage projects and produce results
  - d. Responsibility: Be responsible to others
- *Information Literacy*
  - a. Access and evaluate information

### 2. Social and Emotional Standards ([www.casel.org](http://www.casel.org))

- Self-awareness
- Social Awareness
- Relationship Skills