

KINDERGARTEN

Overview

Kindergarten programs should be appropriate for the age and developmental level of each child. Teaching is based on the knowledge of how young children develop and learn. The learning environment fosters all areas of development: intellectual, language, physical and social; and provides the challenge for children to learn according to their individual growth patterns.

Kindergarten programs should:

- Provide an environment designed for the age group served and implemented with attention to the needs and differences of the individual children.
- Provide units or themes of interest which integrate and teach all areas of the core curriculum (e.g., language arts, mathematics, science, social studies, the arts).
- Provide an environment arranged in learning centers or learning areas (e.g., art center, science center, reading center, dramatic play center, block center). Each center will have a variety of activities for the children. This arrangement allows for a wide range of developmental interests and abilities within the same classroom.
- Provide a balance of classroom activities that are teacher-directed and child-initiated. These activities may be active or quiet, performed individually or in large and small groups.
- Provide a learning process which is active; one in which children interact with each other and materials while engaging in cooperative hands-on learning with day-to-day life experiences.
- Provide curriculum which builds upon what children already know and are able to do to enable them to connect new concepts and skills.
- Provide opportunities for exposure to a wide variety of information and literacy experiences and the use of technology through daily activities in the classroom and/or media center.

These *Priority Academic Student Skills (PASS)* are intended to be a minimum curriculum for children attending kindergarten in Oklahoma. Teachers trained in early childhood curriculum theories will provide an enriched curriculum including the following skills and many others.

NOTE:

Book icons  identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

CREATIVE SKILLS

Creative skills are developed by engaging children in activities with play dough, sand, water, dramatic play, blocks, creative stories, art, music, movement, and a variety of other materials.

Standard 1: The student will be encouraged to participate in activities that foster individual creativity.

1. Express thoughts and ideas about work and play.
2. Develop and verbalize solutions to simple problems.
3. Think of new uses for familiar materials.

LANGUAGE ARTS

Young children begin to develop language arts skills through the context of shared reading with quality children's literature, shared writing, language experience, reading and writing centers.

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate and respond to a wide variety of text and literature.

Standard 1: Print Awareness - The student will understand the characteristics of written language.

1. Demonstrate correct book orientation by holding book correctly (right side up) and indicating where to begin (e.g., front to back, top to bottom, left to right).
2. Identify the front cover, back cover, title page of a book and title and author.
3. Follow words from left to right and from top to bottom on the printed page.
4. Understand that printed materials provide information.
5. Recognize that sentences in print are made up of separate words.
6. Distinguish letters from words.
7. Recognize and name all capital and lowercase letters of the alphabet.

Standard 2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.

1. Identify and produce simple rhyming pairs.
Example: bat/cat
2. Identify and count syllables in spoken words.
3. Distinguish onset (beginning sound(s)) and rimes in one-syllable words.
Example: Onset - /b/ in bat
Example: Rime - at in bat

4. Recognize ending sounds in spoken words.
Example: /t/ in bat
5. Recognize the same sounds in different words.
Example: /b/ in ball, big, and bun
Example: /p/ in tap, rip, and mop
6. Begin to blend phonemes to form a word.
Example: /b/ /a/ /t/ = bat
7. Begin to segment phonemes of one syllable words.
Example: bat = /b/ /a/ /t/

Standard 3: Phonics/Decoding - The student will demonstrate the ability to apply sound-symbol relationships.

1. Identify the alphabet by name.
2. Identify the alphabet by sound.

Standard 4: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase their vocabulary.

1. Increase personal vocabulary by listening to a variety of text and literature.
2. Use new vocabulary and language in own speech and writing.

Standard 5: Fluency - The student will demonstrate the ability to identify words in text.

1. "Read" familiar texts emergently, not necessarily verbatim from the print alone.
2. Recognize some common words by sight, including but not limited to "a," "the," "I," "you," "my," "I," "are."

Standard 6: Comprehension - The student will associate meaning and understanding with reading.

1. Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).
2. Retell, reenact or dramatize a story read to the student or by the student.
3. Make predictions and confirm after reading or listening to text.
4. Tell what is happening in a picture.

Standard 7: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

1. Literary Genre

- a. Distinguish between fiction and nonfiction.

Example: Listen to *Tops and Bottoms*. This is a fiction book about a hare and a bear's adventure to determine who gets the tops and who gets the bottoms of their vegetables. Read *Eating the Alphabet* by Lois Ehlert which is a nonfiction book and discuss the differences in books.

2. Literary Elements

- a. Place events in sequential order by telling the beginning, middle and ending.

Example: Read and retell a story orally or by illustrating the beginning, middle and ending.

- b. Summarize main points and events of a simple story.

- c. Recognize cause and effect relationships.

Example: Read *The Mitten* by Jan Brett and tell what happened to the mitten because of the animals.

Standard 8: Research and Information - The student will conduct research and organize information.

1. Accessing Information - The student will select the best source for a given purpose.

- a. Begin to identify the appropriate source needed to gather information (e.g., fiction book, nonfiction book, newspaper, map, resource person)

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 1: Writing Process - The student will use the writing process to write coherently.

1. Participate in frequent writing opportunities including modeled writing, shared writing, journal writing, and interactive writing.
2. Dictate a story about an exciting event or experience.
3. Presents his or her own writing which may include pictures, attempts at letters, initial consonants, words, or phrases to the group, teacher and/or parent.

Standard 2: Modes and Forms of Writing. The student will communicate through a variety of written forms, for various purposes, and to a specific audience or person.

1. Introduce modes and forms of stories with a consistent focus of a beginning, middle, and end that describe, explain, or tell about familiar objects, people, places, events, or experiences.
2. Construct journal entries using illustrations and beginning writing skills.

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions.

1. Grammar/Usage: Begin to recognize appropriate use of nouns, verbs, and adjectives.
2. Mechanics: Demonstrate appropriate language mechanics in writing.
 - a. Capitalize the first word of a sentence.
 - b. Capitalize all proper nouns.
3. Punctuation: Begin to use correct terminal (ending) punctuation.
4. Sentence Structure: Demonstrate, with teacher assistance, appropriate sentence structure in writing a complete sentence.
5. Spelling: Demonstrate the process of representing language by means of a writing system.
 - a. Understand that letters have different sounds.
 - b. Understand and record some beginning and ending sounds in words.
 - c. Generates inventive spelling representing initial and ending sounds.
6. Handwriting: Demonstrate appropriate handwriting in the writing process.
 - a. Print using left to right progression moving from the top to the bottom of the page
 - b. Begin using upper and lower case letters.
 - c. Begin printing legibly using correct spacing between letters and words.
 - d. Trace, copy and generate letters although children may still be reversing some letters.
 - e. Print his/her first and last name.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Standard 1: Listening - The student will listen for information and for pleasure.

1. Hear and repeat sounds in a sequence.
Example: Hand rhythms, vocal sounds, numbers in a sequence, letters in a sequence, five sounds in a sequence
2. Listen with interest to stories read aloud.
Example: Trade books and shared reading.
3. Follow one- and two-step directions.

Standard 2: Speaking - The student will express ideas or opinions in group or individual settings.

1. Share information and ideas speaking in clear, complete, coherent sentences.
2. Recite short poems, rhymes and songs.

Standard 3: Group Interaction - The student will use effective communication strategies in pair and small group context.

1. Show respect and consideration for others in verbal communications.
2. Show respect and consideration for others in physical communications.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 1: Interpret Meaning - The student will interpret and evaluate various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.

1. Respond to visual messages by distinguishing between reality and fantasy in stories, videos and television programs.

MATHEMATICS

Young children begin to develop mathematical understanding through experiences with a wide variety of real objects provided in learning centers and practical situations (e.g., blocks, pegs, buttons, cooking).

The **Major Concepts** should be taught in depth, using a variety of methods to help young children begin developing mathematical understanding through experiences with real objects in learning centers and practical situations. The major concepts are:

- a. Patterns - Repeating, Sorting
- b. Number Sense - Counting to 10
- c. Geometry and Spatial Sense - Shapes
- d. Measurement - Comparisons
- e. Data Analysis - Concrete Graphs

Kindergarten Suggested Materials Kit: snap cubes, keys, fabric, macaroni, buttons, pattern blocks, children's books, counters, beans, bean sticks, dominoes, straws, containers, balance scales, rulers, coins, clocks, graph mats, painted beans or two-color counters.

Standard 1: Algebraic Reasoning: Patterns - The student will sort and classify objects and analyze simple patterns.

1. Sort and group objects into a set and explain verbally what the objects have in common (e.g., color, size, shape).
2. Explain verbally and extend simple patterns (e.g., $\square \bigcirc \square \bigcirc$)
3. Use object to demonstrate "related facts" such as $3+4=7$; $7-4=3$.

Standard 2: Number Sense - The student will understand the relationship between numbers and quantities.

1. Compare a group or set to another group, set, or numerical quantity and verbally explain which has more, less, or equivalent quantities.
2. Pair and count objects using one-to-one correspondence (e.g., one napkin for each child at snack time).
3. Count forward to twenty and backward from ten.
4. Count objects in a set one-by-one from one through twenty.
5. Identify and create sets of objects zero through twenty.
6. Identify and write numerals zero through twenty, in and out of sequence. Children may still be reversing some numerals.
7. Identify and use ordinal numbers to order objects first through tenth.
8. Combine and remove objects from sets and verbally describe the result (e.g., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller).

Standard 3: Geometry - The student will identify common geometric shapes and explore the relationship of objects in the environment.

1. Identify, name, and describe a variety of basic two-dimensional geometric shapes such as squares, triangles, circles, rectangles, (regular) hexagons, and (isosceles) trapezoids presented in a variety of ways (e.g. with different sizes of orientation).
2. Identify, name, and describe a variety of three-dimensional geometric shapes such as spheres, cubes, and cylinders.
3. Model and use words indicating relative position or direction (e.g., students describe the relationships between self and objects in space using on, above, below, beside, under, on top of, behind, and over).

Standard 4: Measurement - The student will explore the concepts of nonstandard and standard measurement.

1. Linear Measurement.
 - a. Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block).
 - b. Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).
 - c. Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).
 - d. Identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).
2. Time.
 - a. Tell time on digital and analog clocks to the hour.
 - b. Identify the days of the week and months of the year.
3. Money. Identify the coins penny, nickel, dime, and quarter.

Standard 5: Data Analysis - The student will collect and display data in a group setting.

1. Data Analysis.
 - a. Use numbers and counting as a means for solving problems and measuring quantity.
 - b. Develops abilities to collect, describe, and record information through a variety of means including discussion, drawings, maps, charts, and graphs.
 - c. Describes similarities and differences between objects.
 - d. Collects and analyze information about objects and events in the environment.
2. Create and verbally explain a data display or graph (e.g., real object graph, pictorial graphs).

MOTOR SKILL AND LIFETIME ACTIVITY DEVELOPMENT

Young children need the opportunity to develop large and small motor skills through indoor and outdoor activities and games for the benefit of personal fitness and well-being.

Large Motor Skill Development

Standard 1: The student will participate in activities that involve large motor skills.

1. Demonstrate basic locomotor movements (e.g., galloping, hopping, jumping, running, skipping, sliding).
2. Demonstrate nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).
3. Combine various movement patterns to music, but not necessarily in time.
4. Kick a slowly rolling ball.
5. Balance on one foot for approximately five seconds.
6. Walk and balance on a four-inch line or balance beam.
7. Coordinate large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).

Small Motor Skill Development

Standard 1: The student will participate in activities that involve small motor skills.

1. Demonstrate increased control of hand and eye coordination while using pegs, beads, pattern blocks, crayons, pencils, paint brushes, fingerpaint, scissors, glue, and a variety of puzzles.
2. Hold and use pencils, crayons, and markers using thumb and two fingers.

Health Enhancing Activity Development

Standard 1: The student will participate in health-enhancing activities for the development of lifetime health and fitness.

1. Associate physical activity with the benefit of maintaining fitness and personal well-being.
2. Experience sustained moderate physical activity for short periods of time.
3. Discuss basic health needs of human beings (e.g., dental, hearing and vision care, exercise, nutrition).

SCIENCE

Science knowledge is developed through experiences with real animals, plants and objects in the classroom and the environment.

Science Processes and Inquiry

Process Standard 1: The student will investigate and experiment with objects to discover information.

1. Observes, describes, sorts, and classifies objects according to their common properties (e.g., animals, plants, shells, rocks, buttons).
2. Participates in simple experiments to discover information (e.g., bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light).
3. Asks questions, make predictions, and communicate observations orally and/or in drawings.
4. Selects and describes simple science tools (e.g., simple magnet, magnifying glass, thermometer).
5. Explores cause and effect (e.g., temperature determines clothing choices).

Physical Science

Standard 1: The student will investigate and describe objects that can be sorted in terms of physical properties.

1. Observes, describes, sorts, and classifies the sensory attributes of objects according to taste, smell, hearing, touch, and light.
2. Compares and describes the properties of some objects (e.g., magnetic-nonmagnetic, float-sink, heavy-light, rough-smooth, hard-soft, solid-liquid, wet-dry).
3. Observes and describes how objects move (e.g., slide, turn, twirl, roll).

Life Science

Standard 2: The student will observe and investigate plants and animals.

1. Observes and describes what various plants and animals need for growth.
2. Observes and describes the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).
3. Observes and describes how animals move (e.g., walk, crawl, hop, fly).

Earth/Space Science

Standard 3: The student will investigate and observe the basic concepts of the Earth and sky.

1. Explores and describes the properties of common earth materials (e.g., soil, rocks, water).
2. Observes and describes daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).
3. Observes and describes characteristics of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves).
4. Describes simple conservation measures used to protect the environment (e.g., recycling, careful use of water).
5. Observes and describes characteristics of shadows (e.g., shadows at different times of day).

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SOCIAL AND PERSONAL SKILLS

Social skills include interacting with others, work habits and self-help skills. To develop these skills, children need daily opportunities to choose activities and materials.

Standard 1: The student will participate in activities to develop the skills necessary for work and interacting with others.

1. Work independently and/or cooperatively to solve problems.
2. Choose a variety of materials and activities from learning centers.
3. Select and complete a task while working at a learning center.
4. Stay involved in a self-selected activity for approximately 15 to 20 minutes.

Standard 2: The student will participate in activities to develop the skills necessary for caring for oneself

1. Recognize potential safety hazards and take action to protect self (e.g., bicycle, water, fire, vehicle, firearm, bus, playground, pedestrian).
2. Attend to personal tasks (e.g., dressing self, washing hands).
3. State his/her full name, age, birthdate, address, telephone number, and name of parent or guardian.

SOCIAL STUDIES

Social studies provides an opportunity to develop an integrated curriculum using civics, geography, history and economics. Learning experiences may be provided through learning centers, resource people, projects, and field trips.

Civics

Standard 1: The student will exhibit traits of good citizenship.

1. Work and play cooperatively in a variety of settings (e.g., in large and small groups, learning centers).
2. Exhibit behavior that demonstrates an understanding of school and classroom guidelines (e.g., rules, routines, schedules, procedures).
3. Listen to others while in large and small groups.
4. Show respect for others and their property.

Standard 2: The student will recognize patriotic symbols and activities.

1. Identify the American flag as a national symbol of our country and understand the etiquette of its use.
2. Identify the Oklahoma flag as a symbol of our state.

Standard 3: The student will explain the importance of individual responsibility.

1. Describe the importance of individual responsibility (e.g., responsibility as a student, family member, citizen).

Geography

Standard 1: The student will demonstrate knowledge of basic geographic concepts.

1. Locate and describe familiar places (e.g., classroom, home, school).
2. Begin to develop an understanding of city/town, state, and country.
3. Identify a map as a drawing of a particular location.
4. Recognize Oklahoma on a map of the United States.

Standard 2: The student will discuss how children in various communities and cultures are alike and different.

1. Explore how children within the local community and around the world have needs in common (e.g., food, clothing, shelter).
2. Explore how children within the local community and around the world are unique as to languages, food, clothing, transportation, and customs.

History

Standard 1: The student will understand that history relates to events and people of other times and places.

1. Explore through literature examples of past events and important Americans in legends and historical accounts (e.g., Paul Revere's ride, Johnny Appleseed, Betsy Ross).
2. Explore through literature the people and events honored in commemorative holidays (e.g., Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Independence Day, Thanksgiving).

Economics

Standard 1: The student will identify basic economic concepts.

1. Recognize money is used to purchase goods.
2. Introduce concept of saving.

Standard 2: The student will explore various careers and the concept of employment (e.g., school personnel, community helpers).

THE ARTS

The Arts provide children with many opportunities for self-expression. Art, music, and dramatic play centers expose children to dance, music (singing, use of instruments), visual art (drawing, sculpting, painting), and drama and help them develop an appreciation of both individual and group expression.

Visual Art

Standard 1: Language of Visual Art - The student will identify visual art terms.

1. Name and describe elements of art: line, color, form, shape, texture, value and space.
2. Explore different art methods such as drawing, painting, weaving, and sculpting.

Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from a historical and cultural perspective.

1. Identify other art forms such as music, dance, and drama.
2. Discuss and identify art used every day in the home, community or school (e.g. signs, posters, cartoons, labels, menus)

Standard 3: Visual Art Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.

1. Manipulate a variety of materials (media).
 - a. Drawing Media: markers, chalks, crayons
 - b. Painting Media: finger paint
 - c. Sculpture Media: clay, string, paper, foil, cardboard, found objects
 - d. Mixed Media: tissue, photos, found objects, foil, fiber, paint, paper
2. Use objects to express creative ideas.
3. Use art media and tools in a safe and responsible manner.

Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.

1. Demonstrate appropriate behavior while viewing art.
2. Demonstrate respect for student work and the work of others.
3. Demonstrate thoughtfulness and care in completion of artworks.

General Music

Standard 1: Language of Music - The student will read, notate and interpret music.

1. Identify the elements of music:
 - a. Melody (up and down)
 - b. Harmony (sing with instruments, without instruments)
 - c. Tone Color (classroom percussion instruments, sounds from nature, machines, or the environment)
 - d. Rhythm (strong and weak beats, steady beat, long and short sounds)
 - e. Form (same or different and solo/chorus)
 - f. Pitch (high or low)
 - g. Tempo (fast or slow)
 - h. Dynamics (loud or soft)
2. Recognize basic features of familiar and unfamiliar songs:
 - a. Dynamics - loud and soft
 - b. Tempo - fast and slow
 - c. Styles - action songs, chants, rhymes, finger plays

Standard 2: Music History and Culture - The student will recognize the development of music from an historical and cultural perspective.

1. Recognize music from our country, work songs, holiday songs and music from different countries.
2. Sing and perform music from a variety of folk, ethnic, patriotic and contemporary songs.

Standard 3: Music Expression - The student will perform, imitate, compose a variety of music within specific guidelines.

1. Participate in music through singing and/or playing instruments.
2. Match pitches, sing in tune and use appropriate tone and expression.
3. Respond to the beat or rhythm in music by clapping, walking, running, skipping, playing classroom instruments, or chanting.
4. Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.

Standard 4: Music Appreciation - The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.

1. Recognize and practice audience or performer behavior appropriate for the context and style of music performed.
2. Demonstrate respect for music performed by the student and by other students and professional performers.
3. Discuss likes and dislikes of music of different styles.

GLOSSARY

beat - the consistent pulse that occurs throughout a rhyme, song, or recorded musical selection.

body percussion - sounds produced by the use of the body (i.e., clap, snap, slap, tap, stamp, stomp, whistle).

color - hue (name of the color), value (how light a color is), and intensity (amount of brightness) produced through the reflection of light to the eye. Primary colors are the three colors from which all other colors may be made: red, yellow, and blue. Secondary colors are the result of mixing any two primary colors: orange, green, and purple.

consonants - the letters of the alphabet (excluding a, e, I, o, u, usually including y and w) represented by a single sound made by a partial or complete obstruction of air.

dynamics - varying degrees of loud and soft.

folk music - music of a particular people, nation, or region, originally transmitted orally, sometimes as a rhythmic accompaniment to manual work or to mark a specific ritual.

form - a three-dimensional object with the qualities of length, width and depth. Examples of geometric forms include a cone, cube, sphere, or cylinder.

harmony - two or more tones sounding together.

inquiry - processes of science (observe, sort, classify, describe, communicate).

language experience - an approach to the teaching of reading in which students read about their own experiences recorded in their own words. Experience stories are dictated by the student to a teacher who writes them down. Dictated accounts are reread in unison, in echo-fashion, and independently.

learning centers - areas within the classroom arranged so that children are able to participate in a variety of activities relating to art, science, reading, dramatic play, blocks, etc.

line - the path of a moving point. A line may define the edge of a shape; repeated, it can create texture or value. It may be thick or thin, smooth or rough, short or long, light or dark.

literature – text created for a specific purpose (poem, story, novel, etc.).

locomotor - movement from one place to another.

melody - a succession or pattern of musical tones or pitches.

nonlocomotor - movement in place.

nonstandard measurement - a measurement determined by the use of nonstandard units (e.g., hands, paper clips, beans, cotton balls).

note - a musical symbol that denotes both pitch and duration.

number sense - involves the understanding of numbers and their quantities.

one-to-one correspondence - pairing or matching objects in a one-to-one relationship.

onset - the sound(s) in a word that come(s) before the first vowel.

ordinal - a number that is used to tell order (e.g., first, fifth).

phonemes - a minimal sound unit of speech that distinguishes one word from another (lace, lake).

phonological/phonemic awareness - the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, rimes) and the auditory ability to divide speech into smaller units of sound (phonemes).

phonics - a way of teaching reading and spelling that stresses sound symbol relationships; the ability to associate letters and letter combinations with sound and blend them into syllables and words.

pitch - the highness or lowness of a particular note.

primary colors - the basic colors of red, yellow, and blue from which it is possible to mix all other colors on the color wheel.

print awareness - the ability to understand how print works. This includes knowing that the print on the page represents the words that can be read aloud and distinguishing between various forms and purposes of print, from personal letters and signs to storybooks and essays.

prior knowledge - knowing that stems from previous experience.

rhythm - beats per measure.

rime - the part of a syllable that contains the vowel and all that follows it (e.g., the rime of bag is -ag; of swim, -im).

set - a group of objects.

shape - a two-dimensional area defined by an outline or change in color. Examples of types of geometric shapes include circle, square, rectangle, triangle, or oval. Other shapes may be free-form such as natural objects (e.g., leaves, flowers, clouds) or invented free-form shapes that might be created by doodling.

shared reading - a term used to describe the process in which the teacher and the children read a book together. The book is read and reread many times. On the first several readings the teacher does most of the reading. As children become more familiar, they join in and "share" the reading.

shared writing - teacher and children work together to compose messages and stories; teacher supports process as a scribe.

space - area within, around, between, above or below objects and shapes. Space or distance may be suggested in visual art by using perspective or other strategies such as placement of objects on the picture plane, overlapping of shapes, or objects closer to the viewer are made to appear to have more vibrant color and detail than objects further away. Variation of size or value and the use of converging lines are also used to suggest space.

spatial sense - involves building and manipulating mental representations of two- and three-dimensional objects and ideas.

standard measurement - a measure determined by the use of standard units (e.g., inches, feet, pounds, cups, pints, gallons)

tempo - the speed or pace of music.

transitional spelling - the result of an attempt to spell a word whose spelling is not already known, based on a writer's knowledge of the spelling system and how it works.

text – any printed material.

texture - the surface quality or feel of an object. Texture may be actual (rough or smooth) or implied visually.

value - the degree of dark or light tones or colors. A value scale shows the gradual changing of a tone from the darkest to the lightest or white. Value may be created by simple shading, hatch marks (small repeated lines in the same direction), or crosshatching.

vowels - a, e, i, o, u and sometimes y and w.