

Itty Bitty City Curriculum Alignment for Kindergarten GLEs

Village - Pretend/Role Play

K ELA	RF.1.A	Print Awareness	
	K.RF.1.A.c	Demonstrating books are read left to right	Books and reading spaces are present in several of the play areas.
	L.1.A	Grammar	
	K.L.1.A.a	Identify naming words (nouns) and action words (verbs)	The nature of role play facilitates group play as students take on the responsibilities of various community members, such as firefighters, police officers, cafe staff and/or customers, school teachers, and so on. This group play facilitates communication as children must work together to carry out pretend scenarios. Students also have the opportunity to identify naming words as many items are labeled and sorted with both a picture and a word, such as the produce in the market, or the zoo animals in the veterinary office.
	K.L.1.A.b	Use plural nouns when speaking	
	K.L.1.A.c	Express time and space	
	K.L.1.A.d	Demonstrate the use of complete sentences in shared language activities	
	K.L.1.A.e	Use question words in sentences	
	SL.1.A	Purpose	
	K.SL.1.A.a	Following classroom listening rules	When visiting Itty Bitty City, children are expected to follow a set of rules that are presented to them at the beginning of their visit.
	K.SL.1.A.b	Continue a conversation through multiple exchanges	The interactive nature of the center facilitates group activity and conversation as children play with one another in a variety of settings.
	SL.2.A	Entertainment	
	K.SL.2.A.a	Demonstrating active listening, according to classroom expectations	Children can practice active listening while watching a stage performance or participating in an organized activity.
	SL.3.A	Collaborative Discussions	
	K.SL.3.A.a	Taking turns speaking, according to classroom expectations	Children can practice collaborative discussion throughout their visit to Itty Bitty City as they interact with other children in group settings and/or participate in an organized activity, such as a story time or instructor led class. Once students return to the classroom, it is recommended that teachers ask students to retell information and/or ask questions about their visit to the center.
	K.SL.3.A.b	Continue a conversation through multiple exchanges	
	K.SL.3.A.c	Confirming comprehension by retelling information and asking appropriate questions based on read-alouds and other media	
K Math	K.NS.A	Know number names and count sequence	
	K.NS.A.4	Read and write numerals and represent a number of objects from 0-20	

	K.NS.B	Understand the relationship between numbers and quantities; connect counting to cardinality			
	K.NS.B.5	Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object	The Itty Bitty Market provides opportunities for children to fill shopping orders with a specific number of each item on the list. In the Cafe, they can take orders and count up the cost and number of items ordered. In both the market and cafe, they can use simple addition to find the total cost or quantity of an order, and simple subtraction to make change at the cash register.		
	K.NS.B.6	Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted			
	K.NS.B.7	Demonstrate that each successive number name refers to a quantity that is one larger than the previous number			
	K.RA.A	Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from			
	K.RA.A.1	Represent addition and subtraction within 10			
	K.GM.C	Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres			
	K.GM.C.8	Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes	Children have the opportunity to identify and sort shapes in the market as they restock dry goods and produce.		
	K.DS.A	Classify objects and count the number of objects in each category			
	K.DS.A.1	Classify objects into given categories; count the number of objects in each category	Both the Market and the Cafe have objects that need to be sorted by category and sub-type. In the Market, a restocking checklist prompts children to count objects in each category.		
Stage - Dramatic/Musical Play					
K ELA	R.2.C	Drama			

	K.R.2.C.a	With assistance, read, infer and draw conclusions to identify characters in a puppet play or performance by actors	Children have the opportunity to create, participate in, and observe puppet shows and live action plays on the Itty Bitty City stage.
Water Table			
K Science	K.PS2.A	PS2 - Motion and Stability: Forces and Interactions. A. Forces and Motion	
	K.PS2.A.1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	At the water table, children can use built-in manipulatives to change the direction and increase velocity of the flow of water, float items within a current, and divert water through pipe structures that they construct. These activities foster exploration of ways to change both force and motion as the varying strength of the water flow and the different directions of water flow not only effects itself, but also toys set afloat.
	K.PS2.A.2	Describe ways to change the motion of an object.	
	K.ETS1	Engineering Design	
	K.ETS1.B	Developing Possible Solutions - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	The water table has multiple manipulatives that allow children to create small physical models of different types of water flow (fountain, lock and dam, through pipes, vortex). Utilizing these manipulatives, students can solve the problem of how best to propel floating toys from one end of the table to the other. Through trial and error, they can analyze different methods to determine the best solution.
	K.ETS1.C	Optimizing the Solution Process - Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	
Train Table			
K Science	K.PS2.A	PS2 - Motion and Stability: Forces and Interactions. A. Forces and Motion	
	K.PS2.A.1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	At the train table, children can construct their own train track and push or pull a train or car on course through curves, over hills, and across bridges. This process allows them to compare the strength of pushes/pulls required to move their train or car through the course they have created.
	K.PS2.A.2	Describe ways to change the motion of an object.	In addition to pushing and pulling, children will explore ways that change the motion of their vehicles. i.e., hills, curves, collisions with other objects
	K.ETS1	Engineering Design	

	K.ETS1.B	Developing Possible Solutions - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	The loose parts of the train table allows children to create a physical model of a working town, using shapes of buildings, train track, and bridge supports to solve the problem of how to move people/vehicles/supplies throughout a community. Because these peices are loose and there are many possible solutions to this problem, children can try different approaches, analyze which approach has the best result through trial and error, and implement that approach before moving on to the next stage in building the community.
	K.ETS1.C	Optimizing the Solution Process - Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	
Big Blue Blocks & Duplo Car Race Track			
K Math	K.GM.C	Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.	
	K.GM.C.10	Compose simple shapes to form larger shapes using manipulatives	Both the Big Blue Blocks and the Duplo Race Track allow children to use building blocks to create structures of varying shapes and sizes.
K Science	K.PS2.A	PS2 - Motion and Stability: Forces and Interactions. A. Forces and Motion	
	K.PS2.A.1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	The interlocking nature of Big Blue Blocks provides students the opportunity to explore concepts of force and motion, including strength and direction of force and its effects on an object. The Duplo Car Race Track serves as a "trial and error" experiment in how an object's shape and size/strength can affect its speed/motion, as children can build their own race car with duplo blocks and race it down an inclined track.
	K.PS2.A.2	Describe ways to change the motion of an object.	The Big Blue Blocks offer an unlimited array of ways to change the motion of an object, as the building set includes ramps, balls, and blocks of varrying sizes and weights. The Duplo Track demonstrates the ability to change the motion of an object by changing its shape and mass as children build and test different race car designs.
	K.ETS1	Engineering Design	
	K.ETS1.B	Developing Possible Solutions - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	The size and scale of Big Blue Blocks allow students to create life-size inventions or to engineer their own versions of known objects. Through this process, they plan, problem solve, and rework to arrive at a creation all their own.

	K.ETS1.C	Optimizing the Solution Process - Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	As students create race cars, race them side-by-side down the track, and then return to the work station to reconfigure their cars, they have many opportunities to practice analyzing and optimizing their solutions (the cars) to solve the problem (how to make their car faster).
K SS	K.EG.5.A	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment - Reading and constructing maps	
	K.EG.5.A.a	Identify maps and globes as representations of real places	Children will interact with various maps within the play spaces, including globes, world maps, and US maps.
Playology Lab			
K ELA	W.2.A	Opinion/Argumentative	Hands-on activities in the Playology Lab will change on a regular basis, but will continually provide the opportunity for children to tell a story, provide explanation, and/or capture their experience and reaction to these hands-on activities through art and writing. This practice serves as a method to further their understanding of their experience and the topic being explored.
	K.W.2.A.a	Use a combination of drawing and/or writing to tell an opinion about a topic or text being studied	
	K.W.2.A.c	Use words that are related to the topic	
	W.2.B	Informative/Explanatory	
	K.W.2.B.a	Use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school	
	K.W.2.B.b	Use words that are related to the topic	
	W.2.C	Narrative/Literary	
	K.W.2.C.a	Use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined	
	K.W.2.C.b	Tell the reader about a character or personal event	
	K.W.2.C.d	Use words that are related to the topic	
	K.W.2.C.e	Provide a reaction to what happened in the events	
	SL.1.A	Purpose	
	K.SL.1.A.c	Follow one-step instructions, according to classroom expectations	

	K.GM.C.8	Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes	Children have the opportunity to identify and sort shapes utilizing rotating loose parts activities.
Scavenger Hunt			
K Math	K.GM.C	Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres	
	K.GM.C.6	Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size	The Itty Bitty City scavenger hunt prompts children to search for items within the center based on shape, size, and position of objects in space.
	K.GM.C.7	Describe the relative positions of objects in space	
K Science		Physical Science, PS1 - Matter and Its Interactions, A. Structure and Properties of Matter	
	K.PS1.A	Make qualitative observations of the physical properties of objects (i.e., size, shape, color, mass)	The Itty Bitty City scavenger hunt asks children to find objects based on their physical properties.
K SS	K.EG.5.A	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment - Reading and constructing maps	
	K.EG.5.A.b	Read, construct, & use maps of familiar places with assistance	A map of Itty Bitty City is included with the scavenger hunt activity - children read and use the map to find the items required to complete the scavenger hunt.
	K.EG.5.A.c	Match legend symbols to map features	
	K.EG.5.B	Understanding the concept of location to make predictions and solve problems - Describe locations using positional words	The scavenger hunt activity prompts children to utilize positional words to find the items required to complete the scavenger hunt