1. Go to BrainPOP Jr. and click on “Educators” at the bottom of the screen. You can do the same thing by visiting BrainPOP. Or, simply go to https://educators.brainpop.com/
2. On the left hand side of the screen, select the appropriate state standards, subject, and grade level. Then, click “submit”.

3. You will see a list of lesson plans, organized by standard. Click on the desired topic in blue.

4. You will be taken to the topic’s page.

5. Each topic page has an icon or linked text (in the text box) that you can click on to access lesson plans or ideas related to that specific topic.
The student will build oral communication skills.

- a) *Listen actively and speak using agreed-upon rules for discussion.*

- **BrainPOP Jr.** [Listening and Speaking](https://www.brainpopjr.com)

The student will build oral communication skills.

- c) *Initiate conversations.*
BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies
  K.1 The student will build oral communication skills.
  d) Follow implicit rules for conversation, including taking turns and staying on topic.

BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies
  K.1 The student will build oral communication skills.
  e) Listen and speak in informal conversations with peers and adults.

BrainPOP Jr. Listening and Speaking

BrainPOP Jr. Listening and Speaking

BrainPOP Jr. Book Reports

Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies
  K.1 The student will build oral communication skills.
  f) Discuss various texts and topics collaboratively and with partners.
h) Follow one- and two-step directions.

- BrainPOP Jr. [Listening and Speaking](#)

Virginia Standards of Learning > English (2017)

Grade K Communication and Multimodal Literacies

- K.1 The student will build oral communication skills.
  - i) Ask how and why questions to seek help, get information, or clarify information.

- BrainPOP Jr. [Listening and Speaking](#)

- BrainPOP [Getting Help](#)

Virginia Standards of Learning > English (2017)

Grade K Communication and Multimodal Literacies

- K.1 The student will build oral communication skills.
  - j) Work respectfully with others.

- BrainPOP Jr. [Listening and Speaking](#)

Virginia Standards of Learning > English (2017)

Grade K Communication and Multimodal Literacies

- K.2 The student will demonstrate growth in oral, early literacy skills.
  - a) Listen and respond to a variety of text and media.

- BrainPOP Jr. [Listening and Speaking](#)
Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

a) *Begin to discriminate between spoken sentences, words, and syllables.*

- **BrainPOP Jr.** [Short Vowels](https://www.brainpop.com/reading/shortvowels/)
- **BrainPOP Jr.** [th, sh, and wh](https://www.brainpop.com/reading/thshandwh/)
- **BrainPOP Jr.** [Dr. Seuss](https://www.brainpop.com/reading/drseuss/)
- **BrainPOP Jr.** [Silent E](https://www.brainpop.com/reading/silent/e/)

Virginia Standards of Learning > English (2017)

Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

b) *Identify and produce words that rhyme.*

- **BrainPOP Jr.** [Rhyming Words](https://www.brainpop.com/reading/rhymingwords/)
- **BrainPOP Jr.** [Dr. Seuss](https://www.brainpop.com/reading/drseuss/)

- **BrainPOP** [Poetry](https://www.brainpop.com/reading/poetry/)

Virginia Standards of Learning > English (2017)

Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

c) *Blend and segment multisyllabic words at the syllable level.*

- **BrainPOP Jr.** [th, sh, and wh](https://www.brainpop.com/reading/thshandwh/)

Virginia Standards of Learning > English (2017)
Grade K  Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

d) Blend and segment one-syllable words into phonemes including onset and rime.

- BrainPOP Jr. Rhyming Words
- BrainPOP Jr. th, sh, and wh
- BrainPOP Jr. ch
- BrainPOP Jr. Silent E

Virginia Standards of Learning > English (2017)

Grade K  Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

e) Identify words according to shared beginning and/or ending sounds.

- BrainPOP Jr. ch

Virginia Standards of Learning > English (2017)

Grade K  Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

f) Blend sounds to make one-syllable words.

- BrainPOP Jr. Silent E
- BrainPOP Jr. th, sh, and wh

Virginia Standards of Learning > English (2017)

Grade K  Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.
g) Segment one-syllable words into individual phonemes.

- BrainPOP Jr. Rhyming Words

Virginia Standards of Learning > English (2017)

Grade K  Reading

- K.4 The student will understand how print is organized and read.
  - b) Identify the front cover, back cover, and title page of a book.

- BrainPOP Jr. Reading Nonfiction

Virginia Standards of Learning > English (2017)

Grade K  Reading

- K.6 The student will develop an understanding of basic phonetic principles.
  - a) Identify and name the capital and lowercase letters of the alphabet.

- BrainPOP Jr. Capital and Lowercase
- BrainPOP Jr. Sending a Letter

Virginia Standards of Learning > English (2017)

Grade K  Reading

- K.6 The student will develop an understanding of basic phonetic principles.
  - b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.

- BrainPOP Jr. ch
- BrainPOP Jr. th, sh, and wh
- BrainPOP Jr. Short Vowels
- BrainPOP Jr. Silent E
The student will develop an understanding of basic phonetic principles.

c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.

d) Identify initial consonant sounds in one-syllable words.

e) Identify final consonant sounds in one-syllable words.
- BrainPOP Jr. Silent E
- BrainPOP Jr. th, sh, and wh

Virginia Standards of Learning > English (2017)
Grade K  ➔ Reading

- K.7 The student will expand vocabulary and use of word meanings.
  - a) Discuss meanings of words.

- BrainPOP Jr. Synonyms and Antonyms

Virginia Standards of Learning > English (2017)
Grade K  ➔ Reading

- K.7 The student will expand vocabulary and use of word meanings.
  - b) Increase vocabulary by listening to a variety of texts read aloud.

- BrainPOP Jr. Choosing a Book
- BrainPOP Jr. Similes
- BrainPOP Jr. Writing with the Senses

- BrainPOP Reading Skills

Virginia Standards of Learning > English (2017)
Grade K  ➔ Reading

- K.7 The student will expand vocabulary and use of word meanings.
  - e) Use number words.

- BrainPOP Jr. Writing with the Senses
Virginia Standards of Learning > English (2017)

Grade K  Reading

- K.7 The student will expand vocabulary and use of word meanings.
  - g) Use adjectives to describe location, size, color, and shape.

- BrainPOP Jr. Writing with the Senses

- BrainPOP Jr. Adjectives and Adverbs

- BrainPOP Parts of Speech

Virginia Standards of Learning > English (2017)

Grade K  Reading

- K.7 The student will expand vocabulary and use of word meanings.
  - h) Use verbs to identify actions.

- BrainPOP Jr. Adjectives and Adverbs

- BrainPOP Tenses

Virginia Standards of Learning > English (2017)

Grade K  Reading

- K.8 The student will demonstrate comprehension of fictional texts.
  - a) Identify the role of an author and an illustrator.

- BrainPOP Jr. Jon Scieszka
Virginia Standards of Learning > English (2017)

Grade K  Reading

K.8 The student will demonstrate comprehension of fictional texts.

b) Relate previous experiences to what is read.

- BrainPOP Jr. Dr. Seuss
- BrainPOP Jr. Character
- BrainPOP Jr. Plot

c) Use pictures to make predictions.

- BrainPOP Jr. Make Predictions

d) Ask and answer questions about what is read.

- BrainPOP Jr. Book Reports
- BrainPOP Jr. Main Idea

- BrainPOP Getting Help
- BrainPOP Main Idea
Grade K  ➤ Reading

K.8 The student will demonstrate comprehension of fictional texts.

 e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.

• BrainPOP Jr. Plot
• BrainPOP Jr. Sequence
• BrainPOP Jr. Book Reports

Virginia Standards of Learning > English (2017)
Grade K ➤ Reading

K.9 The student will demonstrate comprehension of nonfiction texts.

 a) Use pictures to identify topic and make predictions.

• BrainPOP Jr. Make Predictions
• BrainPOP Jr. Make Inferences

Virginia Standards of Learning > English (2017)
Grade K ➤ Reading

K.9 The student will demonstrate comprehension of nonfiction texts.

 b) Identify text features specific to the topic, such as titles, headings, and pictures.

• BrainPOP Jr. Reading Nonfiction

Virginia Standards of Learning > English (2017)
Grade K ➤ Reading

K.9 The student will demonstrate comprehension of nonfiction texts.

 c) Ask and answer questions about what is read.
- BrainPOP Jr. Main Idea

- BrainPOP Jr. Make Inferences

- BrainPOP Main Idea

Virginia Standards of Learning > English (2017)

Grade K  Writing

- K.10 The student will print in manuscript.
  - a) Print capital and lowercase letters of the alphabet independently.

- BrainPOP Jr. Capital and Lowercase

Virginia Standards of Learning > English (2017)

Grade K  Writing

- K.10 The student will print in manuscript.
  - b) Print his/her first and last names.

- BrainPOP Jr. Capital and Lowercase

Virginia Standards of Learning > English (2017)

Grade K  Writing

- K.11 The student will write in a variety of forms to include narrative and descriptive.
  - a) Differentiate pictures from writing.

- BrainPOP Jr. Writing a Paragraph

- BrainPOP Types of Writing
Virginia Standards of Learning > English (2017)

Grade K Writing

K.11 The student will write in a variety of forms to include narrative and descriptive.

  e) Compose simple sentences.

- BrainPOP Jr. Writing a Paragraph
- BrainPOP Jr. Capital and Lowercase

2 more resources

- BrainPOP Punctuation
- BrainPOP Subject and Predicate

4 more resources

Virginia Standards of Learning > English (2017)

Grade K Writing

K.11 The student will write in a variety of forms to include narrative and descriptive.

  f) Begin each sentence with a capital letter and use ending punctuation.

- BrainPOP Jr. Writing a Paragraph
- BrainPOP Jr. Capital and Lowercase

- BrainPOP Punctuation
- BrainPOP Types of Sentences

Virginia Standards of Learning > English (2017)

Grade K Writing

K.11 The student will write in a variety of forms to include narrative and descriptive.
g) Share writing with others.

- BrainPOP [Types of Writing](#)
- BrainPOP [Imagination](#)

Virginia Standards of Learning > English (2017)

Grade K Research

- K.12 The student will conduct research to answer questions or solve problems using available resources.
  - a) *Generate topics of interest.*

- BrainPOP Jr. [Biography](#)

Virginia Standards of Learning > English (2017)

Grade K Research

- K.12 The student will conduct research to answer questions or solve problems using available resources.
  - b) *Generate questions to gather information.*

- BrainPOP Jr. [Biography](#)

- [GameUp Search Shark](#)

Virginia Standards of Learning > English (2017)

Grade K Research

- K.12 The student will conduct research to answer questions or solve problems using available resources.
  - c) *Identify pictures, texts, or people as sources of information.*

- BrainPOP Jr. [Library](#)
BrainPOP Biography

Virginia Standards of Learning > English (2017)
Grade K
Research
K.12 The student will conduct research to answer questions or solve problems using available resources.
   d) Find information from provided sources.

BrainPOP Jr. Library

GameUp Search Shark

Virginia Standards of Learning > English (2010)
Grade K
Oral Language
K.1 The student will demonstrate growth in the use of oral language.
   a) Listen to a variety of literary forms, including stories and poems.

BrainPOP Jr. Poems
BrainPOP Jr. Cynthia Rylant
4 more resources

BrainPOP Poetry
BrainPOP Roald Dahl

Grade K
Oral Language
K.1 The student will demonstrate growth in the use of oral language. a) Listen to a variety of literary forms, including stories and poems. b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. c) Participate in oral generation of language experience narratives. d) Participate in creative dramatics. e) Use complete sentences that include subject, verb, and object.
understand that oral language entertains and communicates information.

- BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2010)
Grade K
Oral Language
K.1 The student will demonstrate growth in the use of oral language.
  b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.

- BrainPOP Jr. Poems

Grade K
Oral Language
K.1 The student will demonstrate growth in the use of oral language. a) Listen to a variety of literary forms, including stories and poems. b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. c) Participate in oral generation of language experience narratives. d) Participate in creative dramatics. e) Use complete sentences that include subject, verb, and object.

  listen to texts read aloud and ask and answer questions for further understanding.

- BrainPOP Jr. Listening and Speaking

Grade K
Oral Language
K.1 The student will demonstrate growth in the use of oral language. a) Listen to a variety of literary forms, including stories and poems. b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. c) Participate in oral generation of language experience narratives. d) Participate in creative dramatics. e) Use complete sentences that include subject, verb, and object.

  participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

- BrainPOP Jr. Poems

- BrainPOP Poetry
K.1 The student will demonstrate growth in the use of oral language.

e) Use complete sentences that include subject, verb, and object.

- BrainPOP Jr. Subject and Verb Agreement
- BrainPOP Jr. Tenses
- BrainPOP Jr. Verbs

- BrainPOP Sentence Fragments
- BrainPOP Subject and Predicate

4 more resources

K.2 The student will expand understanding and use of word meanings.

b) Use number words.

- BrainPOP Jr. Adjectives and Adverbs
- BrainPOP Jr. Writing with the Senses

K.2 The student will expand understanding and use of word meanings.

c) Use words to describe/name people, places, and things.
- BrainPOP Jr. Writing with the Senses
- BrainPOP Jr. Adjectives and Adverbs
- BrainPOP Similes and Metaphors
- BrainPOP Antonyms, Synonyms, and Homonyms


Grade K

- Oral Language
  - K.1 The student will demonstrate growth in the use of oral language. a) Listen to a variety of literary forms, including poems, rhymes, songs, and stories with repeated word order patterns. b) Participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. c) Participate in oral generation of language experience narratives. d) Participate in creative dramas. e) Use complete sentences that include subject, verb, and object when speaking.

- BrainPOP Jr. Tenses
- BrainPOP Jr. Verbs
- BrainPOP Run-On Sentences
- BrainPOP Subject and Predicate

Virginia Standards of Learning > English (2010)

Grade K

- Oral Language
  - K.2 The student will expand understanding and use of word meanings.
    - d) Use words to describe/name location, size, color, and shape.

- BrainPOP Jr. Writing with the Senses
- BrainPOP Jr. Adjectives and Adverbs
• BrainPOP Antonyms, Synonyms, and Homonyms

• BrainPOP Similes and Metaphors

2 more resources

Virginia Standards of Learning > English (2010)
Grade K

Oral Language

K.2 The student will expand understanding and use of word meanings.

e) Use words to describe/name actions.

• BrainPOP Jr. Writing with the Senses

• BrainPOP Jr. Adjectives and Adverbs

• BrainPOP Similes and Metaphors

• BrainPOP Antonyms, Synonyms, and Homonyms

2 more resources

Virginia Standards of Learning > English (2010)
Grade K

Oral Language

K.2 The student will expand understanding and use of word meanings.

f) Ask about words not understood.

• BrainPOP Jr. Listening and Speaking

Grade K

Oral Language
K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Use numbers. c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.

- BrainPOP Jr. Book Reports

Virginia Standards of Learning > English (2010)

Grade K Oral Language

K.3 The student will build oral communication skills.

b) Begin to initiate conversations.

- BrainPOP Jr. Listening and Speaking


Grade K Oral Language

K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Use number words. c) Use words to describe/name location, size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.

- BrainPOP Jr. Writing with the Senses
- BrainPOP Jr. Adjectives and Adverbs

Virginia Standards of Learning > English (2010)

Grade K Oral Language

K.3 The student will build oral communication skills.

c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.

- BrainPOP Jr. Listening and Speaking
Virginia Standards of Learning > English (2010)
Grade K
Oral Language

K.3 The student will build oral communication skills.

d) Listen and speak in informal conversations with peers and adults.

- BrainPOP Jr. Listening and Speaking

Grade K
Oral Language

K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Use number words. c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.

- BrainPOP Jr. Book Reports

- BrainPOP Jr. Theme
use vocabulary from content areas during partner or group activities and during teacher-directed instruction.

- BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2010)
Grade K  ➔ Oral Language

- K.3 The student will build oral communication skills.
  - g) Follow one- and two-step directions.

- BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2010)
Grade K  ➔ Oral Language

- K.3 The student will build oral communication skills.
  - h) Begin to ask how and why questions.

- BrainPOP Jr. Listening and Speaking

- BrainPOP Getting Help

Grade K  ➔ Oral Language

- K.3 The student will build oral communication skills.
  - a) Express ideas in complete sentences and express needs through direct requests.
  - b) Begin to initiate conversations.
  - c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
  - d) Listen and speak in informal conversations with peers and adults.
  - e) Participate in group and partner discussions about various texts and topics.
  - f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.
  - g) Follow one- and two-step directions.
  - h) Begin to ask how and why questions.

- BrainPOP Jr. Listening and Speaking

- understand that conversation is interactive.
K.4 The student will identify, say, segment, and blend various units of speech sounds.

a) Begin to discriminate between spoken sentences, words, and syllables.

- BrainPOP Jr. Short Vowels
- BrainPOP Jr. th, sh, and wh
- BrainPOP Jr. Dr. Seuss
- BrainPOP Jr. Silent E

b) Identify and produce words that rhyme.

- BrainPOP Jr. Rhyming Words
- BrainPOP Jr. Dr. Seuss
- BrainPOP Poetry

c) Blend and segment multisyllabic words at the syllable level.

- BrainPOP Jr. th, sh, and wh
- BrainPOP Jr. Silent E
**Curriculum Framework > English (2010)**

**Oral Language**

**K.3** The student will build oral communication skills. 
- a) Express ideas in complete sentences and express needs verbally through direct requests.
- b) Begin to initiate conversations.
- c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
- d) Listen and speak in informal conversations with peers and adults.
- e) Participate in group and partner discussions about various texts and topics.
- f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.
- g) Follow one- and two-step directions.
- h) Begin to ask how and why questions.

*BrainPOP Jr. [Writing with the Senses](#)*

**Standards of Learning > English (2010)**

**Oral Language**

**K.4** The student will identify, say, segment, and blend various units of speech sounds.

- d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rime).

*BrainPOP Jr. [Rhyming Words](#)*

**Curriculum Framework > English (2010)**

**Oral Language**

**K.3** The student will build oral communication skills. 
- a) Express ideas in complete sentences and express needs verbally through direct requests.
- b) Begin to initiate conversations.
- c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
- d) Listen and speak in informal conversations with peers and adults.
- e) Participate in group and partner discussions about various texts and topics.
- f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.
- g) Follow one- and two-step directions.
- h) Begin to ask how and why questions.

*BrainPOP Jr. [Book Reports](#)*

**Standards of Learning > English (2010)**

**Oral Language**

**K.4** The student will identify, say, segment, and blend various units of speech sounds.
e) Identify words according to shared beginning and/or ending sounds.

- BrainPOP Jr. **ch**
- BrainPOP Jr. **Silent E**
- BrainPOP Jr. **Rhyming Words**


Grade K  

- **Oral Language**
  
  - K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adult. Begin to use voice level, phrasing, and intonation appropriate for various language situations. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.
  
  - **Listen attentively to others in a variety of formal and informal settings involving peers and adults.**

- BrainPOP Jr. **Listening and Speaking**
- BrainPOP Jr. **Cynthia Rylant**
- BrainPOP Jr. **Ezra Jack Keats**

- BrainPOP **Back to School**
Grade K  Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- Participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, classroom routines, drama, role play).

- BrainPOP Jr. Theme

- BrainPOP Jr. Listening and Speaking

2 more resources

- BrainPOP Getting Help

Virginia Standards of Learning > English (2010)

Grade K  Reading

K.5 The student will understand how print is organized and read.

b) Identify the front cover, back cover, and title page of a book.

- BrainPOP Jr. Reading Nonfiction


Grade K  Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- Wait for their turn to speak, allowing others to speak without unnecessary interruptions.

- BrainPOP Jr. Listening and Speaking


Grade K  Oral Language
K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. 
Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

in group and partner discussions clearly state a thought related to the book or topic being discussed.

- BrainPOP Jr. Theme
- BrainPOP Jr. Listening and Speaking

Grade K Oral Language

- K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

repeat and follow one- and two-step oral directions.

- BrainPOP Jr. Listening and Speaking
- BrainPOP Getting Help
K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- understand that words are made up of small units of sound and that these sounds can be blended to make words.

- BrainPOP Jr. Rhyming Words
- BrainPOP Jr. Silent E
- BrainPOP Jr. ch
- BrainPOP Jr. th, sh, and wh
- BrainPOP Jr. Short Vowels


Grade K Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- BrainPOP Jr. Poems

Virginia Standards of Learning > English (2010)

Grade K Reading

K.7 The student will develop an understanding of basic phonetic principles.

- a) Identify and name the uppercase and lowercase letters of the alphabet.

- BrainPOP Jr. Capital and Lowercase
- BrainPOP Jr. Sending a Letter

**Grade K  **  **Oral Language**

- **K.4** The student will identify, say, segment, and blend various units of speech sounds.  
  a) Begin to discriminate between spoken sentences, words, and syllables.  
  b) Identify and produce words that rhyme.  
  c) Blend and segment multisyllabic words at the syllable level.  
  d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).  
  e) Identify words according to shared beginning and/or ending sounds.  

  *understand that a spoken sentence is made up of individual words.*

  - BrainPOP Jr. [Capital and Lowercase](#)
  - BrainPOP Jr. [Dr. Seuss](#)
  - BrainPOP Jr. [Types of Sentences](#)

**Virginia Standards of Learning > English (2010)**

**Grade K  **  **Reading**

- **K.7** The student will develop an understanding of basic phonetic principles.

  b) Match consonant, short vowel, and initial consonant diagraph sounds to appropriate letters.

  - BrainPOP Jr. [ch](#)
  - BrainPOP Jr. [th, sh, and wh](#)
  - BrainPOP Jr. [Short Vowels](#)
  - BrainPOP Jr. [Silent E](#)
  - BrainPOP Jr. [Long A](#)

**Virginia Curriculum Framework > English (2010)**

**Grade K  **  **Oral Language**

- **K.4** The student will identify, say, segment, and blend various units of speech sounds.  
  a) Begin to discriminate between spoken sentences, words, and syllables.  
  b) Identify and produce words that rhyme.  
  c) Blend and segment multisyllabic words at the syllable level.  
  d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).  
  e) Identify words according to shared beginning and/or ending sounds.  

  *focus on speech sounds.*

  - BrainPOP Jr. [ch](#)
BrainPOP Jr. **Long A**

BrainPOP Jr. **Short Vowels**

BrainPOP Jr. **Silent E**

BrainPOP Jr. **th, sh, and wh**

**Virginia Standards of Learning > English (2010)**

**Grade K**  
Reading

K.7 The student will develop an understanding of basic phonetic principles.

c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.

BrainPOP Jr. **ch**

BrainPOP Jr. **Long A**

BrainPOP Jr. **Short Vowels**

BrainPOP Jr. **Silent E**

**Virginia Curriculum Framework > English (2010)**

**Grade K**  
Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds.

a) Begin to discriminate between spoken sentences, words, and syllables.

b) Identify and produce words that rhyme.

c) Blend and segment multisyllabic words at the syllable level.

d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).

e) Identify words according to shared beginning and/or ending sounds.

**demonstrate the concept of word by segmenting spoken sentences into individual words.**

BrainPOP Jr. **Capital and Lowercase**

BrainPOP Jr. **Types of Sentences**

**Virginia Standards of Learning > English (2010)**

**Grade K**  
Reading
K.7 The student will develop an understanding of basic phonetic principles.

d) Identify beginning consonant sounds in single-syllable words.

- BrainPOP Jr. **ch**
- BrainPOP Jr. **th, sh, and wh**


Grade K Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between large phonological units of running speech, sentences, words, and syllables. Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- BrainPOP Jr. **Short Vowels**
- BrainPOP Jr. **Silent E**
- BrainPOP Jr. **th, sh, and wh**
- BrainPOP Jr. **ch**

2 more resources

Virginia Standards of Learning > English (2010)

Grade K Reading

K.8 The student will expand vocabulary.

a) Discuss meanings of words.

- BrainPOP Jr. **Choosing a Book**
- BrainPOP Jr. **Similes**
- BrainPOP Jr. **Writing with the Senses**
Grade K

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

**supply a word that rhymes with a spoken word.**

- BrainPOP Jr. *Rhyming Words*
- BrainPOP Jr. *Dr. Seuss*
- BrainPOP *Poetry*

Virginia Standards of Learning > English (2010)
Grade K

Reading

K.8 The student will expand vocabulary.

b) Develop vocabulary by listening to a variety of texts read aloud.

- BrainPOP Jr. *Choosing a Book*
- BrainPOP Jr. *Similes*
- BrainPOP Jr. *Writing with the Senses*
- BrainPOP *Reading Skills*
Grade K

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

produce rhyming words and recognize pairs of rhyming words presented orally.

BrainPOP Jr. Rhyming Words
BrainPOP Jr. Dr. Seuss
BrainPOP Poetry

Virginia Standards of Learning > English (2010)
Grade K

Reading

K.9 The student will demonstrate comprehension of fictional texts.

a) Identify what an author does and what an illustrator does.

BrainPOP Jr. Jon Scieszka

Grade K

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.
• generate rhyming words based on a given rhyming pattern.

• BrainPOP Jr. Rhyming Words

• BrainPOP Jr. Dr. Seuss

Virginia Standards of Learning > English (2010)
Grade K ☐ Reading

K.9 The student will demonstrate comprehension of fictional texts.

b) Relate previous experiences to what is read.

• BrainPOP Jr. Dr. Seuss

• BrainPOP Jr. Character

• BrainPOP Jr. Plot

Grade K ☐ Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

Supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.

• BrainPOP Jr. Rhyming Words

• BrainPOP Jr. Dr. Seuss

Virginia Standards of Learning > English (2010)
Grade K ☐ Reading

K.9 The student will demonstrate comprehension of fictional texts.

c) Use pictures to make predictions.
BrainPOP Jr. **Make Predictions**


Grade K  

- Oral Language

  - K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sounds including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

  - blend and segment consonants and rimes of spoken words (e.g., /b/-/oat/ = boat, black = /bl/-/ack/).

BrainPOP Jr. **Rhyming Words**

BrainPOP Jr. **th, sh, and wh**

Virginia Standards of Learning > English (2010)

Grade K  

- Reading

  - K.9 The student will demonstrate comprehension of fictional texts.

    - d) *Begin to ask and answer questions about what is read.*

BrainPOP Jr. **Book Reports**

BrainPOP Jr. **Main Idea**

BrainPOP **Getting Help**

BrainPOP **Main Idea**


Grade K  

- Oral Language

  - K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sounds including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

  - blend and segment multisyllabic words into syllables (e.g., the teacher asks students to say robot without the /ro-/ and students respond with /bot/).
• BrainPOP Jr. th, sh, and wh

• BrainPOP Jr. Silent E

Grade K

- Oral Language

- K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds. f) Recognize that a word can be segmented into individual speech sound units.

• BrainPOP Jr. Rhyming Words

Virginia Standards of Learning > English (2010)
Grade K

- Reading

- K.9 The student will demonstrate comprehension of fictional texts. f) Retell familiar stories, using beginning, middle, and end.

• BrainPOP Jr. Sequence

• BrainPOP Jr. Book Reports

• BrainPOP Jr. Plot

Grade K

- Oral Language

- K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds. f) Recognize how phonemes sound when spoken in isolation.

• BrainPOP Jr. Rhyming Words
Virginia Standards of Learning > English (2010)

Grade K Reading

K.9 The student will demonstrate comprehension of fictional texts.

g) Discuss characters, setting, and events.

- BrainPOP Jr. Character
- BrainPOP Jr. Make Predictions

8 more resources

- BrainPOP Book Report
- BrainPOP Roald Dahl


Grade K Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds. recognize similarities and differences in beginning and ending sounds of words.

- BrainPOP Jr. ch
- BrainPOP Jr. Dr. Seuss
- BrainPOP Jr. Rhyming Words
- BrainPOP Jr. Silent E
- BrainPOP Jr. th, sh, and wh

Virginia Standards of Learning > English (2010)
Grade K  ► Reading

► K.10 The student will demonstrate comprehension of nonfiction texts.

► a) *Use pictures to identify topic and make predictions.*

- BrainPOP Jr. [Make Predictions](#)
- BrainPOP Jr. [Make Inferences](#)

Grade K  ► Oral Language

► K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

► determine the order of speech sounds in a given word by answering the following questions:

► *What is the beginning sound you hear?*

- BrainPOP Jr. [ch](#)
- BrainPOP Jr. [Dr. Seuss](#)
- BrainPOP Jr. [Rhyming Words](#)
- BrainPOP Jr. [Silent E](#)
- BrainPOP Jr. [th, sh, and wh](#)

Virginia | Standards of Learning > English (2010)
Grade K  ► Reading

► K.10 The student will demonstrate comprehension of nonfiction texts.

► b) *Identify text features specific to the topic, such as titles, headings, and pictures.*

- BrainPOP Jr. [Reading Nonfiction](#)
K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including shared beginning and/or ending sounds.

determine the order of speech sounds in a given word by answering the following questions:

What is the ending sound you hear?

- BrainPOP Jr. **ch**
- BrainPOP Jr. **Dr. Seuss**
- BrainPOP Jr. **Rhyming Words**
- BrainPOP Jr. **Silent E**
- BrainPOP Jr. **th, sh, and wh**
Grade K  

**Oral Language**

- **K.4** The student will identify, say, segment, and blend various units of speech sounds. 
  a) Begin to discriminate between spoken sentences, words, and syllables. 
  b) Identify and produce words that rhyme. 
  c) Blend and segment multisyllabic words at the syllable level. 
  d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). 
  e) Identify words according to shared beginning and/or ending sounds.

- *identify pictures of objects whose names share the same beginning or ending sound.*

- **BrainPOP Jr. [Dr. Seuss](https://www.brainpopjr.com)**

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**Virginia Standards of Learning > English (2010)**

**Grade K**  

**Writing**

- **K.11** The student will print in manuscript.

  - a) *Print uppercase and lowercase letters of the alphabet independently.*

- **BrainPOP Jr. [Capital and Lowercase](https://www.brainpopjr.com)**

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**Virginia Standards of Learning > English (2010)**

**Grade K**  

**Writing**

- **K.11** The student will print in manuscript.

  - b) *Print his/her first and last names.*

- **BrainPOP Jr. [Capital and Lowercase](https://www.brainpopjr.com)**

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**Virginia Curriculum Framework > English (2010)**

**Grade K**  

**Oral Language**

- **K.4** The student will identify, say, segment, and blend various units of speech sounds. 
  a) Begin to discriminate between spoken sentences, words, and syllables. 
  b) Identify and produce words that rhyme. 
  c) Blend and segment multisyllabic words at the syllable level. 
  d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). 

- *blend three spoken phonemes to make words (e.g., the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word cat).*

- **BrainPOP Jr. [Silent E](https://www.brainpopjr.com)**

Grade K

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

segment one-syllable words into onset and rime (e.g., the teacher says the word hat and when asked, the student verbally says /h/ for the onset and /a/t/ for the rime.) Students are not expected to know the terms onset and rime.

Virginia Standards of Learning > English (2010)

Grade K

Writing

K.12 The student will write to communicate ideas for a variety of purposes.

a) Differentiate pictures from writing.


Grade K

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

segment one-syllable words into speech sound units (e.g., the teacher says the word bat, and the student segments the sounds /b/ /a/ /t/).
- BrainPOP Jr. Rhyming Words

**Virginia Curriculum Framework > English (2010)**

**Grade K**

- Reading

  - **K.5** The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

  - *understand that all print materials in English follow similar patterns.*

- BrainPOP Jr. Sequence

- BrainPOP Jr. Types of Sentences

**Virginia Curriculum Framework > English (2010)**

**Grade K**

- Reading

  - **K.5** The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

  - *distinguish the title page from all the other pages in a book.*

- BrainPOP Jr. Reading Nonfiction

**Virginia Curriculum Framework > English (2010)**

**Grade K**

- Reading

  - **K.5** The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

  - *distinguish print from pictures.*

- BrainPOP Jr. Dr. Seuss

- BrainPOP Jr. Ezra Jack Keats
Grade K  Reading

K.5 The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word). f) Match voice with print in syllables, words, and phrases.

- BrainPOP Jr. Long A


Grade K  Reading

K.5 The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word). f) Match voice with print in syllables, words, and phrases. g) locate and name periods, question marks, and exclamation points.

- BrainPOP Jr. Types of Sentences
- BrainPOP Interjections


Grade K  Reading

K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words. e) Understand that written words are composed of letters that represent specific sounds.

- BrainPOP Jr. ch
- BrainPOP Jr. Long A
- BrainPOP Jr. Short Vowels
- BrainPOP Jr. Silent E
- BrainPOP Jr. th, sh, and wh
K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.
- match uppercase and lowercase letter pairs.
- produce the usual sounds of consonants, short vowels and initial consonant digraphs.

• BrainPOP Jr. [Capital and Lowercase](http://www.brainpopjr.com)

• BrainPOP Jr. [Sending a Letter](http://www.brainpopjr.com)
• BrainPOP Jr. **Silent E**

• BrainPOP Jr. **Rhyming Words**

**Virginia Curriculum Framework > English (2010)**

**Grade K**

**Reading**

- K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point consonant sounds in single-syllable words.

  - *write the grapheme (letter) that represents a spoken sound.*

• BrainPOP Jr. **Long A**

• BrainPOP Jr. **th, sh, and wh**

**Virginia Curriculum Framework > English (2010)**

**Grade K**

**Reading**

- K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point consonant sounds in single-syllable words.

  - *use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant.*

• BrainPOP Jr. **ch**

• BrainPOP Jr. **Short Vowels**

• BrainPOP Jr. **Silent E**

• BrainPOP Jr. **th, sh, and wh**

**Virginia Curriculum Framework > English (2010)**

**Grade K**

**Reading**
K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point consonant sounds in single-syllable words.

- isolate initial consonants in single-syllable words (e.g., /t/ is the first sound in top).

- BrainPOP Jr. ch

- BrainPOP Jr. th, sh, and wh

Grade K Reading

- K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point consonant sounds in single-syllable words.

- identify long and short sounds with common spellings for the five major vowels.

- BrainPOP Jr. Short Vowels

- BrainPOP Jr. Silent E

- BrainPOP Jr. Long A

Grade K Reading

- K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point consonant sounds in single-syllable words.

- segment onsets and rimes and begin to blend to form the words.

- BrainPOP Jr. Rhyming Words

- BrainPOP Jr. th, sh, and wh

Grade K  Reading

K.8 The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud. 

understand that vocabulary is made up of words and that words have meaning.

- BrainPOP Jr. Similes

Virginia Curriculum Framework > English (2010)  Grade K  Reading

K.8 The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.

discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings.

- BrainPOP Jr. Synonyms and Antonyms

- BrainPOP Antonyms, Synonyms, and Homonyms
- BrainPOP Context Clues

Virginia Curriculum Framework > English (2010)  Grade K  Reading

K.8 The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.

ask and respond to questions about unknown words in a text.

- BrainPOP Context Clues

Virginia Curriculum Framework > English (2010)  Grade K  Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings.

- BrainPOP Context Clues
understand that authors tell stories through words and illustrators tell stories with pictures.

- BrainPOP Jr. **Dr. Seuss**


Grade K  
 Reading

- K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- identify the roles of the author and the illustrator of selected texts.

- BrainPOP Jr. **Cynthia Rylant**

- BrainPOP Jr. **Dr. Seuss**

- BrainPOP Jr. **Ezra Jack Keats**

- BrainPOP Jr. **Jon Scieszka**


Grade K  
 Reading

- K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- make ongoing predictions based on illustrations and text.

- BrainPOP Jr. **Make Predictions**

- BrainPOP Jr. **Book Reports**


Grade K  
 Reading
The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- BrainPOP Jr. **Sequence**


Grade K Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- BrainPOP Jr. **Sequence**

- BrainPOP Jr. **Plot**

- BrainPOP Jr. **Character**

- BrainPOP **Main Idea**


Grade K Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- BrainPOP Jr. **Book Reports**

- BrainPOP Jr. **Main Idea**

- BrainPOP **Getting Help**
BrainPOP Main Idea


Grade K  Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and events.

Retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, end).

BrainPOP Jr. Sequence

BrainPOP Jr. Book Reports

BrainPOP Jr. Plot


Grade K  Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and events.

Use descriptive language to talk about characters, settings, and events of a story.

BrainPOP Writing In Sequence

Grade K  Reading

- K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.
  - recognize various types of fictional texts (e.g., storybooks, poems).

- BrainPOP Jr. Dr. Seuss
- BrainPOP Jr. Choosing a Book

4 more resources

- BrainPOP Poetry
- BrainPOP Roald Dahl


Grade K  Reading

- K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make ongoing predictions based on graphics and text.

- BrainPOP Jr. Make Predictions
- BrainPOP Jr. Make Inferences
K.10 The student will demonstrate comprehension of nonfiction texts. 
a) Use pictures to identify topic and make predictions. 
b) Identify text features specific to the topic, such as titles, headings, and pictures.
elate pictures and illustrations to the text in which they appear.

- BrainPOP Jr. Reading Nonfiction
- BrainPOP Jr. Choosing a Book
- BrainPOP Jr. Make Inferences
- BrainPOP Jr. Sequence
- BrainPOP Jr. Setting

K.10 The student will demonstrate comprehension of nonfiction texts. 
a) Use pictures to identify topic and make predictions. 
b) Identify text features specific to the topic, such as titles, headings, and pictures.

link knowledge from their own experiences to make sense of and talk about a text.

- BrainPOP Jr. Make Inferences
- BrainPOP Jr. Sequence

- BrainPOP Main Idea

K.10 The student will demonstrate comprehension of nonfiction texts. 
a) Use pictures to identify topic and make predictions. 
b) Identify the topic of a nonfiction selection.

Grade K  Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions.

- Ask and respond to simple questions about the content of a book.

- BrainPOP Jr. Main Idea

- BrainPOP Make Inferences


Grade K  Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions.

- Discuss simple facts and information relevant to the topic.

- BrainPOP Jr. Main Idea

- BrainPOP Make Inferences

- BrainPOP Sequence

- BrainPOP Main Idea
• BrainPOP Reading a Newspaper

• BrainPOP Book Report


Grade K: Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures. c) Identify text features including titles, headings, and pictures in text.

• BrainPOP Jr. Reading Nonfiction


Grade K: Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify the author and illustrator of a text and define the role of each in presenting the ideas or information.

• BrainPOP Jr. Cynthia Rylant


Grade K: Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names. c) Understand that there are correct ways to write the manuscript letters of the alphabet.

• BrainPOP Jr. Capital and Lowercase
• understand that their written name provides identification.

• BrainPOP Jr. Capital and Lowercase

• BrainPOP Jr. Nouns

Virginia  
Curriculum Framework > English (2010)
Grade K
Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. 

use manuscript letter formation.

• BrainPOP Jr. Capital and Lowercase

Virginia  
Curriculum Framework > English (2010)
Grade K
Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently.

form the letters of and space their first and last names.

• BrainPOP Jr. Capital and Lowercase

Virginia  
Curriculum Framework > English (2010)
Grade K
Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently.

write their first and last names for a variety of purposes.

• BrainPOP Jr. Capital and Lowercase

• BrainPOP Jr. Nouns
Grade K  Writing

**K.11** The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names. c) Capitalize the first word in a sentence and the pronoun *I*.

- BrainPOP Jr. Capital and Lowercase
- BrainPOP Jr. Nouns

3 more resources

- BrainPOP Capitalization
- BrainPOP Nouns


Grade K  Writing

**K.12** The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing. b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom. e) Understand that their writing serves a variety of purposes.

- BrainPOP Jr. Biography
- BrainPOP Jr. Book Reports

7 more resources

- BrainPOP Types of Writing
- BrainPOP Book Report
- BrainPOP Prewriting: Choosing a Topic

Grade K  Writing

K.12 The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing. b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing).

• BrainPOP Prewriting: Choosing a Topic


Grade K  Writing

K.12 The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing. b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what my favorite book is ...).

• BrainPOP Types of Writing


Grade K  Writing

K.12 The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing. b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

use writing, dictation, and drawing to narrate an event.
• BrainPOP Jr. Writing with the Senses

• BrainPOP Types of Writing

Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies
   K.1 The student will build oral communication skills.
      a) Listen actively and speak using agreed-upon rules for discussion.

• BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies
   K.1 The student will build oral communication skills.
      c) Initiate conversations.

• BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies
   K.1 The student will build oral communication skills.
      d) Follow implicit rules for conversation, including taking turns and staying on topic.

• BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies
The student will build oral communication skills.

e) *Listen and speak in informal conversations with peers and adults.*

- BrainPOP Jr. **Listening and Speaking**

Virginia Standards of Learning > English (2017)

Grade K Communication and Multimodal Literacies

K.1 The student will build oral communication skills.

f) *Discuss various texts and topics collaboratively and with partners.*

- BrainPOP Jr. **Listening and Speaking**

- BrainPOP Jr. **Book Reports**

Virginia Standards of Learning > English (2017)

Grade K Communication and Multimodal Literacies

h) *Follow one- and two-step directions.*

- BrainPOP Jr. **Listening and Speaking**

Virginia Standards of Learning > English (2017)

Grade K Communication and Multimodal Literacies

i) *Ask how and why questions to seek help, get information, or clarify information.*

- BrainPOP Jr. **Listening and Speaking**

- BrainPOP **Getting Help**
K.1 The student will build oral communication skills.

j) Work respectfully with others.

- BrainPOP Jr. Listening and Speaking

K.2 The student will demonstrate growth in oral, early literacy skills.

a) Listen and respond to a variety of text and media.

- BrainPOP Jr. Listening and Speaking

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

a) Begin to discriminate between spoken sentences, words, and syllables.

- BrainPOP Jr. Short Vowels
- BrainPOP Jr. th, sh, and wh
- BrainPOP Jr. Dr. Seuss
- BrainPOP Jr. Silent E
K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

b) Identify and produce words that rhyme.

- BrainPOP Jr. Rhyming Words
- BrainPOP Jr. Dr. Seuss
- BrainPOP Poetry

Virginia Standards of Learning > English (2017)
Grade K Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

c) Blend and segment multisyllabic words at the syllable level.

- BrainPOP Jr. th, sh, and wh

Virginia Standards of Learning > English (2017)
Grade K Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

d) Blend and segment one-syllable words into phonemes including onset and rime.

- BrainPOP Jr. Rhyming Words
- BrainPOP Jr. th, sh, and wh
- BrainPOP Jr. ch
- BrainPOP Jr. Silent E
Grade K  Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

e) Identify words according to shared beginning and/or ending sounds.

- BrainPOP Jr. ch

Virginia Standards of Learning > English (2017)

Grade K  Reading

f) Blend sounds to make one-syllable words.

- BrainPOP Jr. Silent E
- BrainPOP Jr. th, sh, and wh

Virginia Standards of Learning > English (2017)

Grade K  Reading

g) Segment one-syllable words into individual phonemes.

- BrainPOP Jr. Rhyming Words

Virginia Standards of Learning > English (2017)

Grade K  Reading

b) Identify the front cover, back cover, and title page of a book.

- BrainPOP Jr. Reading Nonfiction
Virginia Standards of Learning > English (2017)

Grade K - Reading

K.6 The student will develop an understanding of basic phonetic principles.

a) Identify and name the capital and lowercase letters of the alphabet.

- BrainPOP Jr. [Capital and Lowercase](#)
- BrainPOP Jr. [Sending a Letter](#)

b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.

- BrainPOP Jr. [ch](#)
- BrainPOP Jr. [th, sh, and wh](#)
- BrainPOP Jr. [Short Vowels](#)
- BrainPOP Jr. [Silent E](#)
- BrainPOP Jr. [Long A](#)

c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.

- BrainPOP Jr. [ch](#)
- BrainPOP Jr. [Long A](#)
• BrainPOP Jr. Short Vowels

• BrainPOP Jr. Silent E

Virginia Standards of Learning > English (2017)
Grade K  ➡️ Reading

► K.6 The student will develop an understanding of basic phonetic principles.
   d) Identify initial consonant sounds in one-syllable words.

• BrainPOP Jr. ch

• BrainPOP Jr. th, sh, and wh

Virginia Standards of Learning > English (2017)
Grade K  ➡️ Reading

► K.6 The student will develop an understanding of basic phonetic principles.
   e) Identify final consonant sounds in one-syllable words.

• BrainPOP Jr. ch

• BrainPOP Jr. Rhyming Words

• BrainPOP Jr. Silent E

• BrainPOP Jr. th, sh, and wh

Virginia Standards of Learning > English (2017)
Grade K  ➡️ Reading

► K.7 The student will expand vocabulary and use of word meanings.
   a) Discuss meanings of words.

• BrainPOP Jr. Synonyms and Antonyms
The student will expand vocabulary and use of word meanings.

b) Increase vocabulary by listening to a variety of texts read aloud.

- BrainPOP Jr. **Choosing a Book**
- BrainPOP Jr. **Similes**
- BrainPOP Jr. **Writing with the Senses**
- BrainPOP **Reading Skills**

e) Use number words.

- BrainPOP Jr. **Writing with the Senses**
- BrainPOP Jr. **Adjectives and Adverbs**

g) Use adjectives to describe location, size, color, and shape.

- BrainPOP Jr. **Writing with the Senses**
- BrainPOP Jr. **Adjectives and Adverbs**
• BrainPOP *Parts of Speech*

Virginia Standards of Learning > English (2017)
Grade K Reading

K.7 The student will expand vocabulary and use of word meanings.

h) *Use verbs to identify actions.*

• BrainPOP Jr. *Adjectives and Adverbs*

• BrainPOP *Tenses*

Virginia Standards of Learning > English (2017)
Grade K Reading

K.8 The student will demonstrate comprehension of fictional texts.

a) *Identify the role of an author and an illustrator.*

• BrainPOP Jr. *Jon Scieszka*

Virginia Standards of Learning > English (2017)
Grade K Reading

K.8 The student will demonstrate comprehension of fictional texts.

b) *Relate previous experiences to what is read.*

• BrainPOP Jr. *Dr. Seuss*

• BrainPOP Jr. *Character*

• BrainPOP Jr. *Plot*
The student will demonstrate comprehension of fictional texts.

c) Use pictures to make predictions.

- BrainPOP Jr. [Make Predictions](#)

d) Ask and answer questions about what is read.

- BrainPOP Jr. [Book Reports](#)
- BrainPOP Jr. [Main Idea](#)
- BrainPOP [Getting Help](#)
- BrainPOP [Main Idea](#)

e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.

- BrainPOP Jr. [Plot](#)
- BrainPOP Jr. [Sequence](#)
- BrainPOP Jr. [Book Reports](#)
Grade K  Reading

K.9 The student will demonstrate comprehension of nonfiction texts.

a) *Use pictures to identify topic and make predictions.*

- BrainPOP Jr. [Make Predictions](#)
- BrainPOP Jr. [Make Inferences](#)

Virginia  Standards of Learning > English (2017)

Grade K  Reading

K.9 The student will demonstrate comprehension of nonfiction texts.

b) *Identify text features specific to the topic, such as titles, headings, and pictures.*

- BrainPOP Jr. [Reading Nonfiction](#)

Virginia  Standards of Learning > English (2017)

Grade K  Reading

K.9 The student will demonstrate comprehension of nonfiction texts.

c) *Ask and answer questions about what is read.*

- BrainPOP Jr. [Main Idea](#)
- BrainPOP Jr. [Make Inferences](#)

- BrainPOP [Main Idea](#)

Virginia  Standards of Learning > English (2017)

Grade K  Writing

K.10 The student will print in manuscript.
a) Print capital and lowercase letters of the alphabet independently.

- BrainPOP Jr. [Capital and Lowercase](https://www.brainpopjr.com)

Virginia Standards of Learning > English (2017)

Grade K Writing

- K.10 The student will print in manuscript.

b) Print his/her first and last names.

- BrainPOP Jr. [Capital and Lowercase](https://www.brainpopjr.com)

Virginia Standards of Learning > English (2017)

Grade K Writing

- K.11 The student will write in a variety of forms to include narrative and descriptive.

  a) Differentiate pictures from writing.

- BrainPOP Jr. [Writing a Paragraph](https://www.brainpopjr.com)

- BrainPOP [Types of Writing](https://www.brainpop.com)

Virginia Standards of Learning > English (2017)

Grade K Writing

- K.11 The student will write in a variety of forms to include narrative and descriptive.

  e) Compose simple sentences.

- BrainPOP Jr. [Writing a Paragraph](https://www.brainpopjr.com)

- BrainPOP Jr. [Capital and Lowercase](https://www.brainpopjr.com)

+ 2 more resources
BrainPOP Punctuation
BrainPOP Subject and Predicate

4 more resources

Virginia Standards of Learning > English (2017)
Grade K
Writing
K.11 The student will write in a variety of forms to include narrative and descriptive.

f) Begin each sentence with a capital letter and use ending punctuation.

BrainPOP Jr. Writing a Paragraph
BrainPOP Jr. Capital and Lowercase

BrainPOP Punctuation
BrainPOP Types of Sentences

Virginia Standards of Learning > English (2017)
Grade K
Writing
K.11 The student will write in a variety of forms to include narrative and descriptive.

g) Share writing with others.

BrainPOP Types of Writing
BrainPOP Imagination

Virginia Standards of Learning > English (2017)
Grade K
Research
K.12 The student will conduct research to answer questions or solve problems using available resources.
a) *Generate topics of interest.*

- **BrainPOP Jr.** [Biography](#)

### Virginia Standards of Learning > English (2017)

**Grade K**

- **Research**

  - **K.12** The student will conduct research to answer questions or solve problems using available resources.

b) *Generate questions to gather information.*

- **BrainPOP Jr.** [Biography](#)

### Virginia Standards of Learning > English (2017)

**Grade K**

- **Research**

  - **K.12** The student will conduct research to answer questions or solve problems using available resources.

c) *Identify pictures, texts, or people as sources of information.*

- **BrainPOP Jr.** [Library](#)

- **BrainPOP** [Biography](#)

### Virginia Standards of Learning > English (2017)

**Grade K**

- **Research**

  - **K.12** The student will conduct research to answer questions or solve problems using available resources.

d) *Find information from provided sources.*

- **BrainPOP Jr.** [Library](#)
• GameUp Search Shark

Virginia Standards of Learning > English (2010)

Grade K  Oral Language

K.1 The student will demonstrate growth in the use of oral language.

a) Listen to a variety of literary forms, including stories and poems.

• BrainPOP Jr. Poems

• BrainPOP Jr. Cynthia Rylant

4 more resources

• BrainPOP Poetry

• BrainPOP Roald Dahl


Grade K  Oral Language

K.1 The student will demonstrate growth in the use of oral language. a) Listen to a variety of literary forms, including stories and poems. b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. c) Participate in oral generation of language experience narratives. d) Participate in creative dramatics. e) Use complete sentences that include subject, verb, and object understand that oral language entertains and communicates information.

• BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2010)

Grade K  Oral Language

K.1 The student will demonstrate growth in the use of oral language.

b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
BrainPOP Jr. Poems

Grade K  ➤ Oral Language

K.1 The student will demonstrate growth in the use of oral language. a) Listen to a variety of literary forms, including stories and poems. b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. c) Participate in oral generation of language experience narratives. d) Participate in creative dramatics. e) Use complete sentences that include subject, verb, and object.

to texts read aloud and ask and answer questions for further understanding.

BrainPOP Jr. Listening and Speaking

Grade K  ➤ Oral Language

K.1 The student will demonstrate growth in the use of oral language. a) Listen to a variety of literary forms, including stories and poems. b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. c) Participate in oral generation of language experience narratives. d) Participate in creative dramatics. e) Use complete sentences that include subject, verb, and object.

participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

BrainPOP Jr. Poems

BrainPOP Poetry

Virginia Standards of Learning > English (2010)
Grade K  ➤ Oral Language

K.1 The student will demonstrate growth in the use of oral language.

e) Use complete sentences that include subject, verb, and object.

BrainPOP Jr. Subject and Verb Agreement
• BrainPOP Jr. Tenses

• BrainPOP Jr. Verbs

• BrainPOP Sentence Fragments

• BrainPOP Subject and Predicate

4 more resources

Virginia Standards of Learning > English (2010)
Grade K

Oral Language

K.2 The student will expand understanding and use of word meanings.

b) Use number words.

• BrainPOP Jr. Adjectives and Adverbs

• BrainPOP Jr. Writing with the Senses

2 more resources

Grade K • Oral Language

K.1 The student will demonstrate growth in the use of oral language.

a) Listen to a variety of literary forms, including stories and poems.
b) Participate in a variety of oral language activities including choral and echo speaking and recitation of poems, rhymes, songs, and stories with repeated word order patterns.
c) Participate in oral generation of language experience narratives.
d) Participate in creative dramatics.
e) Use complete sentences that include subject, verb, and object when speaking.

• BrainPOP Jr. Tenses
• BrainPOP Jr. Verbs

• BrainPOP Run-On Sentences
• BrainPOP Subject and Predicate

3 more resources

 Virginia Standards of Learning > English (2010)

Grade K • Oral Language

K.2 The student will expand understanding and use of word meanings.

d) Use words to describe/name location, size, color, and shape.

• BrainPOP Jr. Writing with the Senses
• BrainPOP Jr. Adjectives and Adverbs

• BrainPOP Antonyms, Synonyms, and Homonyms
• BrainPOP Similes and Metaphors

2 more resources
Grade K  Oral Language

- K.2 The student will expand understanding and use of word meanings.
  - e) Use words to describe/name actions.

- BrainPOP Jr. **Writing with the Senses**
- BrainPOP Jr. **Adjectives and Adverbs**
- BrainPOP **Similes and Metaphors**
- BrainPOP **Antonyms, Synonyms, and Homonyms**

2 more resources

**Virginia Standards of Learning > English (2010)**

**Grade K  Oral Language**

- K.2 The student will expand understanding and use of word meanings.
  - f) Ask about words not understood.

- BrainPOP Jr. **Listening and Speaking**

**Virginia Curriculum Framework > English (2010)**

**Grade K  Oral Language**

- K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. Use number words. c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.
  - use words to describe or name people, places, feelings, and things during partner and group activities and during directed instruction.

- BrainPOP Jr. **Book Reports**

**Virginia Standards of Learning > English (2010)**
Grade K  

- **Oral Language**

  - **K.3** The student will build oral communication skills.
    - **b)** *Begin to initiate conversations.*

  - **BrainPOP Jr.** *Listening and Speaking*

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**Virginia Curriculum Framework > English (2010)**

**Grade K**  

- **Oral Language**

  - **K.2** The student will expand understanding and use of word meanings.  
    a) Increase listening and speaking vocabularies.  
    b) Use number words.  
    c) Use words to describe/name people, places, and things.  
    d) Use words to describe/name size, color, and shape.  
    e) Use words to describe/name actions.  
    f) Ask about words not understood.  
    g) Use vocabulary from other content areas.

  - **BrainPOP Jr.** *Writing with the Senses*

  - **BrainPOP Jr.** *Adjectives and Adverbs*

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**Virginia Standards of Learning > English (2010)**

**Grade K**  

- **Oral Language**

  - **K.3** The student will build oral communication skills.

  - **c)** *Begin to follow implicit rules for conversation, including taking turns and staying on topic.*

  - **BrainPOP Jr.** *Listening and Speaking*

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**Virginia Standards of Learning > English (2010)**

**Grade K**  

- **Oral Language**

  - **K.3** The student will build oral communication skills.

  - **d)** *Listen and speak in informal conversations with peers and adults.*
BrainPOP Jr. Listening and Speaking

Grade K  Oral Language

- K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. Use number words. c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.

- use a variety of words to describe the actions of characters and people in real and make-believe settings in stories or class activities.

BrainPOP Jr. Book Reports

Virginia Standards of Learning > English (2010)
Grade K  Oral Language

- K.3 The student will build oral communication skills.

- e) Participate in group and partner discussions about various texts and topics.

BrainPOP Jr. Listening and Speaking

BrainPOP Jr. Book Reports

BrainPOP Jr. Theme

Grade K  Oral Language

- K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. Use number words. c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.

- use vocabulary from content areas during partner or group activities and during teacher-directed instruction.

BrainPOP Jr. Listening and Speaking
K.3 The student will build oral communication skills.

- Follow one- and two-step directions.
- Begin to ask how and why questions.

• BrainPOP Jr. Listening and Speaking

- BrainPOP Getting Help

*Curriculum Framework > English (2010)*

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriately for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

understand that conversation is interactive.

• BrainPOP Jr. Listening and Speaking
Grade K  
Oral Language

**K.4** The student will identify, say, segment, and blend various units of speech sounds.

- *Begin to discriminate between spoken sentences, words, and syllables.*

- **BrainPOP Jr.** [Short Vowels](#)
- **BrainPOP Jr.** [th, sh, and wh](#)
- **BrainPOP Jr.** [Dr. Seuss](#)
- **BrainPOP Jr.** [Silent E](#)

Virginia  
**Standards of Learning > English (2010)**

Grade K  
Oral Language

**K.4** The student will identify, say, segment, and blend various units of speech sounds.

- *Identify and produce words that rhyme.*

- **BrainPOP Jr.** [Rhyming Words](#)
- **BrainPOP Jr.** [Dr. Seuss](#)
- **BrainPOP Poetry](#)

Virginia  
**Standards of Learning > English (2010)**

Grade K  
Oral Language

**K.4** The student will identify, say, segment, and blend various units of speech sounds.

- *Blend and segment multisyllabic words at the syllable level.*

- **BrainPOP Jr.** [th, sh, and wh](#)
- **BrainPOP Jr.** [Silent E](#)

Grade K

Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

verbally express needs through direct requests.

• BrainPOP Jr. Writing with the Senses

Virginia Standards of Learning > English (2010)

Grade K

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds.

d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending.

• BrainPOP Jr. Rhyming Words


Grade K

Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

participate in a range of collaborative discussions building on others’ ideas and clearly expressing their own (e.g., one, small group, teacher-led).

• BrainPOP Jr. Book Reports

Virginia Standards of Learning > English (2010)

Grade K

Oral Language
K.4 The student will identify, say, segment, and blend various units of speech sounds.

- e) Identify words according to shared beginning and/or ending sounds.

- BrainPOP Jr. **ch**

- BrainPOP Jr. **Silent E**

- BrainPOP Jr. **Rhyming Words**

**Virginia Curriculum Framework > English (2010)**

**Grade K Oral Language**

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- **initiate conversations with peers and teachers in a variety of school settings.**

- BrainPOP Jr. **Listening and Speaking**

**Virginia Curriculum Framework > English (2010)**

**Grade K Oral Language**

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- **listen attentively to others in a variety of formal and informal settings involving peers and adults.**

- BrainPOP Jr. **Listening and Speaking**

- BrainPOP Jr. **Cynthia Rylant**

- BrainPOP Jr. **Ezra Jack Keats**

Grade K  ▶ Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play).

BrainPOP Back to School

BrainPOP Jr. Theme

BrainPOP Jr. Listening and Speaking

2 more resources

BrainPOP Getting Help

Virginia Standards of Learning > English (2010)

Grade K  ▶ Reading

K.5 The student will understand how print is organized and read.

b) Identify the front cover, back cover, and title page of a book.

BrainPOP Jr. Reading Nonfiction


Grade K  ▶ Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play).
partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- *wait for their turn to speak, allowing others to speak without unnecessary interruptions.*

- **BrainPOP Jr.** [Listening and Speaking](#)

**Virginia Curriculum Framework > English (2010)**

**Grade K**

- **Oral Language**

  - **K.3** The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- *in group and partner discussions clearly state a thought related to the book or topic being discussed.*

- **BrainPOP Jr.** [Theme](#)

- **BrainPOP Jr.** [Listening and Speaking](#)

**Virginia Curriculum Framework > English (2010)**

**Grade K**

- **Oral Language**

  - **K.3** The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- *repeat and follow one- and two-step oral directions.*

- **BrainPOP Jr.** [Listening and Speaking](#)
and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- BrainPOP Jr. **Listening and Speaking**

- BrainPOP **Getting Help**

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**Virginia Curriculum Framework > English (2010)**

**Grade K**

- **Oral Language**

    - K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- **understand that words are made up of small units of sound and that these sounds can be blended to make a word.**

- BrainPOP Jr. **Rhyming Words**

- BrainPOP Jr. **Silent E**

- BrainPOP Jr. **ch**

- BrainPOP Jr. **th, sh, and wh**

- BrainPOP Jr. **Short Vowels**

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Grade K

- **Oral Language**

    - K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- **understand that words are made up of syllables.**
BrainPOP Jr. Poems

Virginia Standards of Learning > English (2010)

Grade K Reading

K.7 The student will develop an understanding of basic phonetic principles.

a) Identify and name the uppercase and lowercase letters of the alphabet.

BrainPOP Jr. Capital and Lowercase

BrainPOP Jr. Sending a Letter

BrainPOP Jr. Capital and Lowercase

BrainPOP Jr. Dr. Seuss

BrainPOP Jr. Types of Sentences

BrainPOP Jr. ch

BrainPOP Jr. th, sh, and wh
**BrainPOP Jr. Short Vowels**

**BrainPOP Jr. Silent E**

**BrainPOP Jr. Long A**

**Virginia Curriculum Framework > English (2010)**

**Grade K**

**Oral Language**

**K.4** The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

*focus on speech sounds.*

**BrainPOP Jr. ch**

**BrainPOP Jr. Long A**

**BrainPOP Jr. Short Vowels**

**BrainPOP Jr. Silent E**

**BrainPOP Jr. th, sh, and wh**

**Virginia Standards of Learning > English (2010)**

**Grade K**

**Reading**

**K.7** The student will develop an understanding of basic phonetic principles.

* Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes more than one syllable.

**BrainPOP Jr. ch**

**BrainPOP Jr. Long A**

**BrainPOP Jr. Short Vowels**

**BrainPOP Jr. Silent E**

Grade K  

**Oral Language**

**K.4** The student will identify, say, segment, and blend various units of speech sounds. 

a) Begin to discriminate between spoken sentences, words, and syllables. 

b) Identify and produce words that rhyme. 

c) Blend and segment multisyllabic words at the syllable level. 

d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). 

e) Identify words according to shared beginning and/or ending sounds.

*demonstrate the concept of word by segmenting spoken sentences into individual words.*

- BrainPOP Jr. [Capital and Lowercase](#)

- BrainPOP Jr. [Types of Sentences](#)

Virginia Standards of Learning > English (2010)

Grade K  

**Reading**

**K.7** The student will develop an understanding of basic phonetic principles.

**d) Identify beginning consonant sounds in single-syllable words.**

- BrainPOP Jr. [ch](#)

- BrainPOP Jr. [th, sh, and wh](#)


Grade K  

**Oral Language**

**K.4** The student will identify, say, segment, and blend various units of speech sounds. 

a) Begin to discriminate between spoken sentences, words, and syllables. 

b) Identify and produce words that rhyme. 

c) Blend and segment multisyllabic words at the syllable level. 

d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). 

e) Identify words according to shared beginning and/or ending sounds.

*discriminate between large phonological units of running speech, sentences, words, and syllables.*

- BrainPOP Jr. [Short Vowels](#)

- BrainPOP Jr. [Silent E](#)
BrainPOP Jr. **th, sh, and wh**

BrainPOP Jr. **ch**

2 more resources

Virginia Standards of Learning > English (2010)

Grade K  
**Reading**

- K.8 The student will expand vocabulary.
  - a) Discuss meanings of words.

BrainPOP Jr. **Choosing a Book**

BrainPOP Jr. **Similes**

BrainPOP Jr. **Writing with the Senses**


Grade K  
**Oral Language**

- K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

  - identify a word that rhymes with a spoken word.

BrainPOP Jr. **Rhyming Words**

BrainPOP Jr. **Dr. Seuss**

BrainPOP **Poetry**

Virginia Standards of Learning > English (2010)

Grade K  
**Reading**
K.8 The student will expand vocabulary.

b) Develop vocabulary by listening to a variety of texts read aloud.

- BrainPOP Jr. Choosing a Book
- BrainPOP Jr. Similes
- BrainPOP Jr. Writing with the Senses
- BrainPOP Reading Skills


Grade K

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- supply a word that rhymes with a spoken word.

- BrainPOP Jr. Rhyming Words
- BrainPOP Jr. Dr. Seuss
- BrainPOP Poetry


Grade K

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- produce rhyming words and recognize pairs of rhyming words presented orally.

- BrainPOP Jr. Rhyming Words
Virginia Standards of Learning > English (2010)
Grade K Reading
K.9 The student will demonstrate comprehension of fictional texts.
   a) Identify what an author does and what an illustrator does.

Grade K Oral Language
K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.
   generate rhyming words based on a given rhyming pattern.

Virginia Standards of Learning > English (2010)
Grade K Reading
K.9 The student will demonstrate comprehension of fictional texts.
   b) Relate previous experiences to what is read.

BrainPOP Jr. Dr. Seuss
BrainPOP Poetry
BrainPOP Jr. Jon Scieszka
BrainPOP Jr. Rhyming Words
BrainPOP Jr. Character

Grade K

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.

Virginia Standards of Learning > English (2010)

Grade K

Reading

K.9 The student will demonstrate comprehension of fictional texts.

c) Use pictures to make predictions.


Grade K

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

blend and segment consonants and rimes of spoken words (e.g., /b/- /oat/ = boat, black = /bl/- /ack/).

BrainPOP Jr. Rhyming Words

BrainPOP Jr. Dr. Seuss

BrainPOP Jr. Make Predictions

BrainPOP Jr. th, sh, and wh
Virginia Standards of Learning > English (2010)

Grade K  Reading

K.9 The student will demonstrate comprehension of fictional texts.

d) Begin to ask and answer questions about what is read.

- BrainPOP Jr. Book Reports
- BrainPOP Jr. Main Idea


Grade K  Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

blend and segment multisyllabic words into syllables (e.g., the teacher asks students to say robot without the /ro/ and students respond with /bot/).

- BrainPOP Jr. th, sh, and wh
- BrainPOP Jr. Silent E
recognize that a word can be segmented into individual speech sound units.

- BrainPOP Jr. *Rhyming Words*

Virginia Standards of Learning > English (2010)

**Grade K**

- **Reading**
  - K.9 The student will demonstrate comprehension of fictional texts.
    - f) *Retell familiar stories, using beginning, middle, and end.*
  - BrainPOP Jr. *Sequence*
  - BrainPOP Jr. *Book Reports*
  - BrainPOP Jr. *Plot*


**Grade K**

- **Oral Language**
  - K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.
    - recognize how phonemes sound when spoken in isolation.
  - BrainPOP Jr. *Rhyming Words*

Virginia Standards of Learning > English (2010)

**Grade K**

- **Reading**
  - K.9 The student will demonstrate comprehension of fictional texts.
    - g) *Discuss characters, setting, and events.*
  - BrainPOP Jr. *Character*
  - BrainPOP Jr. *Make Predictions*

Grade K Oral Language

- **K.4** The student will identify, say, segment, and blend various units of speech sounds. 
  a) Begin to discriminate spoken sentences, words, and syllables. 
  b) Identify and produce words that rhyme. 
  c) Blend and segment multisyllabic words at the syllable level. 
  d) Segment one-syllable words into speech sound units including beginning phonemes and ending (rimes). 
  e) Identify words according to shared beginning and/or ending sounds. 

- recognize similarities and differences in beginning and ending sounds of words.

- BrainPOP Jr. [ch](#)

- BrainPOP Jr. [Dr. Seuss](#)

- BrainPOP Jr. [Rhyming Words](#)

- BrainPOP Jr. [Silent E](#)

- BrainPOP Jr. [th, sh, and wh](#)

Virginia Standards of Learning > English (2010)

Grade K Reading

- **K.10** The student will demonstrate comprehension of nonfiction texts.

  a) Use pictures to identify topic and make predictions.

- BrainPOP Jr. [Make Predictions](#)

- BrainPOP Jr. [Make Inferences](#)
Grade K  📚 Oral Language

- **K.4** The student will identify, say, segment, and blend various units of speech sounds. 
  a) Begin to discriminate between spoken sentences, words, and syllables. 
  b) Identify and produce words that rhyme. 
  c) Blend and segment multisyllabic words at the syllable level. 
  d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). 
  e) Identify words according to shared beginning and/or ending sounds.

  determine the order of speech sounds in a given word by answering the following questions:

  - *What is the beginning sound you hear?*
  - *BrainPOP Jr. ch*
  - *BrainPOP Jr. Dr. Seuss*
  - *BrainPOP Jr. Rhyming Words*
  - *BrainPOP Jr. Silent E*
  - *BrainPOP Jr. th, sh, and wh*

**Virginia Standards of Learning > English (2010)**

Grade K  📚 Reading

- **K.10** The student will demonstrate comprehension of nonfiction texts.
  
  b) Identify text features specific to the topic, such as titles, headings, and pictures.

  - *BrainPOP Jr. Reading Nonfiction*

**Virginia Curriculum Framework > English (2010)**

Grade K  📚 Oral Language

- **K.4** The student will identify, say, segment, and blend various units of speech sounds. 
  a) Begin to discriminate between spoken sentences, words, and syllables. 
  b) Identify and produce words that rhyme. 
  c) Blend and segment multisyllabic words at the syllable level. 
  d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). 
  e) Identify words according to shared beginning and/or ending sounds.

  determine the order of speech sounds in a given word by answering the following questions:

  - *What is the ending sound you hear?*

Grade K  Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/ - /sun/ and /hot/ - /rat/).


Grade K  Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- identify pictures of objects whose names share the same beginning or ending sound.
Virginia Standards of Learning > English (2010)

Grade K Writing

K.11 The student will print in manuscript.

a) Print uppercase and lowercase letters of the alphabet independently.

- BrainPOP Jr. Capital and Lowercase

Virginia Standards of Learning > English (2010)

Grade K Writing

K.11 The student will print in manuscript.

b) Print his/her first and last names.

- BrainPOP Jr. Capital and Lowercase


Grade K Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

blend three spoken phonemes to make words (e.g., the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word cat).

- BrainPOP Jr. Silent E

- BrainPOP Jr. th, sh, and wh


Grade K Oral Language
K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- segment one-syllable words into onset and rime (e.g., the teacher says the word hat and when asked, the student says /h/ for the onset and /-at/ for the rime.) Students are not expected to know the terms onset and rime.

- BrainPOP Jr. Rhyming Words

Virginia Standards of Learning > English (2010)

Grade K

- Writing

K.12 The student will write to communicate ideas for a variety of purposes.

- a) Differentiate pictures from writing.

- BrainPOP Jr. Writing with the Senses

- BrainPOP Jr. Writing a Paragraph

- BrainPOP Jr. Poems

- BrainPOP Types of Writing


Grade K

- Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- segment one-syllable words into speech sound units (e.g., the teacher says the word bat, and the student segments the sounds /b/-/a/-/t/).

- BrainPOP Jr. Rhyming Words
The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

- **BrainPOP Jr.** [Sequence](#)
- **BrainPOP Jr.** [Types of Sentences](#)

**Virginia Curriculum Framework > English (2010)**  
Grade K  
**Reading**

- **K.5** The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

  - *understand that all print materials in English follow similar patterns.*

  - **BrainPOP Jr.** [Reading Nonfiction](#)

**Virginia Curriculum Framework > English (2010)**  
Grade K  
**Reading**

- **K.5** The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

  - *distinguish the title page from all the other pages in a book.*

  - **BrainPOP Jr.** [Dr. Seuss](#)

**Virginia Curriculum Framework > English (2010)**  
Grade K  
**Reading**

- **K.5** The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

  - *distinguish print from pictures.*

  - **BrainPOP Jr.** [Ezra Jack Keats](#)
The student will understand how print is organized and read. 
a) Hold print materials in the correct position. 
b) Identify the front cover, back cover, and title page of a book. 
c) Distinguish between print and pictures. 
d) Follow words from left to right and from top to bottom on a printed page. 
e) Match voice with print (concept of word).

- BrainPOP Jr. Long A


Grade K Reading

- K.5 The student will understand how print is organized and read. 
a) Hold print materials in the correct position. 
b) Identify the front cover, back cover, and title page of a book. 
c) Distinguish between print and pictures. 
d) Follow words from left to right and from top to bottom on a printed page. 
e) Match voice with print (concept of word).

- locate and name periods, question marks, and exclamation points.

- BrainPOP Jr. Types of Sentences

- BrainPOP Interjections


Grade K Reading

- K.7 The student will develop an understanding of basic phonetic principles. 
a) Identify and name the uppercase and lowercase letters of the alphabet. 
b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. 
c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. 
d) Identify beginning consonant sounds in single-syllable words.

- understand that written words are composed of letters that represent specific sounds.

- BrainPOP Jr. ch

- BrainPOP Jr. Long A

- BrainPOP Jr. Short Vowels

- BrainPOP Jr. Silent E

- BrainPOP Jr. th, sh, and wh
K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- BrainPOP Jr. Capital and Lowercase
- BrainPOP Jr. Sending a Letter

produce the usual sounds of consonants, short vowels and initial consonant digraphs.

- BrainPOP Jr. ch

Grade K Reading

K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

write the grapheme (letter) that represents a spoken sound.

• BrainPOP Jr. Long A

• BrainPOP Jr. th, sh, and wh


Grade K Reading

K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant.

• BrainPOP Jr. ch

• BrainPOP Jr. Short Vowels

• BrainPOP Jr. Silent E

• BrainPOP Jr. th, sh, and wh
K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- BrainPOP Jr. [ch]
- BrainPOP Jr. [th, sh, and wh]

K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- BrainPOP Jr. [short vowels]
- BrainPOP Jr. [silent e]
- BrainPOP Jr. [long a]

K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- BrainPOP Jr. [rhyming words]
BrainPOP Jr. **th, sh, and wh**

**Virginia Curriculum Framework > English (2010)**

**Grade K**

- Reading

  - **K.8** The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.

  - *understand that vocabulary is made up of words and that words have meaning.*

BrainPOP Jr. **Similes**

**Virginia Curriculum Framework > English (2010)**

**Grade K**

- Reading

  - **K.8** The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.

  - *discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings.*

BrainPOP Jr. **Synonyms and Antonyms**

- BrainPOP **Antonyms, Synonyms, and Homonyms**

- BrainPOP **Context Clues**

**Virginia Curriculum Framework > English (2010)**

**Grade K**

- Reading

  - **K.8** The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.

  - *ask and respond to questions about unknown words in a text.*

- BrainPOP **Context Clues**
K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- understand that authors tell stories through words and illustrators tell stories with pictures.

- BrainPOP Jr. Dr. Seuss

- BrainPOP Jr. Cynthia Rylant

- BrainPOP Jr. Dr. Seuss

- BrainPOP Jr. Ezra Jack Keats

- BrainPOP Jr. Jon Scieszka

- BrainPOP Jr. Make Predictions

Grade K

Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict).

BrainPOP Jr. Sequence

BrainPOP Jr. Sequence


Grade K

Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

link knowledge from their own experiences to make sense of and talk about a text.

BrainPOP Jr. Sequence

BrainPOP Jr. Plot

BrainPOP Jr. Character

BrainPOP Main Idea

BrainPOP Main Idea
questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- ask and respond to simple questions about the content of a book.

- BrainPOP Jr. Book Reports
- BrainPOP Jr. Main Idea
- BrainPOP Getting Help
- BrainPOP Main Idea


Grade K: Reading

- K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, and end).

- BrainPOP Jr. Sequence
- BrainPOP Jr. Book Reports
- BrainPOP Jr. Plot


Grade K: Reading

- K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- use words to sequence events (e.g., before, after, and next).

Grade K  Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- use descriptive language to talk about characters, settings, and events of a story.

- BrainPOP Jr. Character

- BrainPOP Jr. Make Predictions

+ 8 more resources

- BrainPOP Book Report

- BrainPOP Roald Dahl


Grade K  Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- recognize various types of fictional texts (e.g., storybooks, poems).

- BrainPOP Jr. Dr. Seuss

- BrainPOP Jr. Choosing a Book

+ 4 more resources
• BrainPOP Poetry
• BrainPOP Roald Dahl

Grade K Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

make ongoing predictions based on graphics and text.

• BrainPOP Jr. Make Predictions
• BrainPOP Jr. Make Inferences

Grade K Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

relate pictures and illustrations to the text in which they appear.

• BrainPOP Jr. Reading Nonfiction
• BrainPOP Jr. Choosing a Book
• BrainPOP Jr. Make Inferences
• BrainPOP Jr. Sequence
• BrainPOP Jr. Setting

Grade K Reading
K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

- link knowledge from their own experiences to make sense of and talk about a text.

- BrainPOP Jr. Make Inferences
- BrainPOP Jr. Sequence
- BrainPOP Main Idea

Grade K Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

- identify the topic of a nonfiction selection.

- BrainPOP Jr. Main Idea
- BrainPOP Jr. Make Inferences
- BrainPOP Main Idea
- BrainPOP Reading a Newspaper
- BrainPOP Book Report

Grade K Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

- ask and respond to simple questions about the content of a book.

- BrainPOP Jr. Main Idea
• BrainPOP Jr. Make Inferences

• BrainPOP Main Idea


Grade K Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

discuss simple facts and information relevant to the topic.

• BrainPOP Jr. Main Idea

• BrainPOP Make Inferences

• BrainPOP Sequence

• BrainPOP Main Idea

• BrainPOP Reading a Newspaper

• BrainPOP Book Report


Grade K Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

identify text features including titles, headings and pictures in text.

• BrainPOP Jr. Reading Nonfiction


Grade K Reading
K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

- identify the author and illustrator of a text and define the role of each in presenting the ideas or information.

- BrainPOP Jr. Cynthia Rylant

Grade K - Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.

- understand that there are correct ways to write the manuscript letters of the alphabet.

- BrainPOP Jr. Capital and Lowercase

- BrainPOP Jr. Capital and Lowercase

- BrainPOP Jr. Nouns

Grade K - Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.

- understand that their written name provides identification.

- BrainPOP Jr. Capital and Lowercase

- BrainPOP Jr. Nouns

Grade K - Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.

- use manuscript letter formation.

- BrainPOP Jr. Capital and Lowercase

Grade K  Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently.

form the letters of and space their first and last names.

• BrainPOP Jr. Capital and Lowercase


Grade K  Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently.

write their first and last names for a variety of purposes.

• BrainPOP Jr. Capital and Lowercase

• BrainPOP Jr. Nouns


Grade K  Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently.

capitalize the first word in a sentence and the pronoun I.

• BrainPOP Jr. Capital and Lowercase

• BrainPOP Jr. Nouns

3 more resources

• BrainPOP Capitalization
The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing, pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

- BrainPOP Nouns

- BrainPOP Jr. Biography

- BrainPOP Jr. Book Reports

- BrainPOP Types of Writing

- BrainPOP Book Report

- BrainPOP Prewriting: Choosing a Topic

write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing).
K.12 The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing, pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

- use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is ...).

- BrainPOP Imagination
- BrainPOP Prewriting: Choosing a Topic
- BrainPOP Book Report

Grade K - Writing

K.12 The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing, pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

- use writing, dictation, and drawing to narrate an event.

- BrainPOP Jr. Writing with the Senses
- BrainPOP Types of Writing
The student will build oral communication skills.

a) Listen actively and speak using agreed-upon rules for discussion.

- BrainPOP Jr. Listening and Speaking

c) Initiate conversations.

- BrainPOP Jr. Listening and Speaking

d) Follow implicit rules for conversation, including taking turns and staying on topic.

- BrainPOP Jr. Listening and Speaking

e) Listen and speak in informal conversations with peers and adults.

- BrainPOP Jr. Listening and Speaking
K.1 The student will build oral communication skills.

f) Discuss various texts and topics collaboratively and with partners.

- BrainPOP Jr. Listening and Speaking
- BrainPOP Jr. Book Reports

h) Follow one- and two-step directions.

- BrainPOP Jr. Listening and Speaking

i) Ask how and why questions to seek help, get information, or clarify information.

- BrainPOP Getting Help

K.1 The student will build oral communication skills.
j) Work respectfully with others.

- BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2017)

Grade K Communication and Multimodal Literacies

K.2 The student will demonstrate growth in oral, early literacy skills.

a) Listen and respond to a variety of text and media.

- BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2017)

Grade K Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

a) Begin to discriminate between spoken sentences, words, and syllables.

- BrainPOP Jr. Short Vowels
- BrainPOP Jr. th, sh, and wh
- BrainPOP Jr. Dr. Seuss
- BrainPOP Jr. Silent E

Virginia Standards of Learning > English (2017)

Grade K Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

b) Identify and produce words that rhyme.

- BrainPOP Jr. Rhyming Words
• BrainPOP Jr. Dr. Seuss

• BrainPOP Poetry

Virginia Standards of Learning > English (2017)
Grade K Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

c) Blend and segment multisyllabic words at the syllable level.

• BrainPOP Jr. th, sh, and wh

Virginia Standards of Learning > English (2017)
Grade K Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

d) Blend and segment one-syllable words into phonemes including onset and rime.

• BrainPOP Jr. Rhyming Words

• BrainPOP Jr. th, sh, and wh

• BrainPOP Jr. ch

• BrainPOP Jr. Silent E

Virginia Standards of Learning > English (2017)
Grade K Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

e) Identify words according to shared beginning and/or ending sounds.
- BrainPOP Jr. **ch**

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<thead>
<tr>
<th>Grade K</th>
<th>Virginia Standards of Learning &gt; English (2017)</th>
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<tbody>
<tr>
<td>Reading</td>
<td><strong>K.3</strong> The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.</td>
</tr>
<tr>
<td></td>
<td><strong>f) Blend sounds to make one-syllable words.</strong></td>
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</table>

- BrainPOP Jr. **Silent E**

- BrainPOP Jr. **th, sh, and wh**

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<td>Reading</td>
<td><strong>K.3</strong> The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.</td>
</tr>
<tr>
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<td><strong>g) Segment one-syllable words into individual phonemes.</strong></td>
</tr>
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- BrainPOP Jr. **Rhyming Words**

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<td><strong>K.4</strong> The student will understand how print is organized and read.</td>
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<tr>
<td></td>
<td><strong>b) Identify the front cover, back cover, and title page of a book.</strong></td>
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- BrainPOP Jr. **Reading Nonfiction**

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<td>Reading</td>
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</table>
K.6 The student will develop an understanding of basic phonetic principles.

a) Identify and name the capital and lowercase letters of the alphabet.

- BrainPOP Jr. Capital and Lowercase
- BrainPOP Jr. Sending a Letter

Virginia Standards of Learning > English (2017)

Grade K Reading

K.6 The student will develop an understanding of basic phonetic principles.

b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.

- BrainPOP Jr. ch
- BrainPOP Jr. th, sh, and wh
- BrainPOP Jr. Short Vowels
- BrainPOP Jr. Silent E
- BrainPOP Jr. Long A

Virginia Standards of Learning > English (2017)

Grade K Reading

K.6 The student will develop an understanding of basic phonetic principles.

c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes more than one syllable.

- BrainPOP Jr. ch
- BrainPOP Jr. Long A
- BrainPOP Jr. Short Vowels
- BrainPOP Jr. Silent E
Grade K  

K.6 The student will develop an understanding of basic phonetic principles.

d) **Identify initial consonant sounds in one-syllable words.**

- BrainPOP Jr. **ch**
- BrainPOP Jr. **th, sh, and wh**

K.6 The student will develop an understanding of basic phonetic principles.

e) **Identify final consonant sounds in one-syllable words.**

- BrainPOP Jr. **ch**
- BrainPOP Jr. **Rhyming Words**
- BrainPOP Jr. **Silent E**
- BrainPOP Jr. **th, sh, and wh**

K.7 The student will expand vocabulary and use of word meanings.

a) **Discuss meanings of words.**

- BrainPOP Jr. **Synonyms and Antonyms**
K.7 The student will expand vocabulary and use of word meanings.

b) Increase vocabulary by listening to a variety of texts read aloud.

- BrainPOP Jr. Choosing a Book
- BrainPOP Jr. Similes
- BrainPOP Jr. Writing with the Senses
- BrainPOP Reading Skills

Virginia Standards of Learning > English (2017)
Grade K Reading

K.7 The student will expand vocabulary and use of word meanings.

e) Use number words.

- BrainPOP Jr. Writing with the Senses
- BrainPOP Jr. Adjectives and Adverbs

Virginia Standards of Learning > English (2017)
Grade K Reading

K.7 The student will expand vocabulary and use of word meanings.

g) Use adjectives to describe location, size, color, and shape.

- BrainPOP Jr. Writing with the Senses
- BrainPOP Jr. Adjectives and Adverbs
- BrainPOP Parts of Speech

Virginia Standards of Learning > English (2017)
Grade K  
Reading

- **K.7** The student will expand vocabulary and use of word meanings.
  - **h)** *Use verbs to identify actions.*

- **BrainPOP Jr.** *Adjectives and Adverbs*

- **BrainPOP** *Tenses*

---

**Virginia Standards of Learning > English (2017)**

Grade K  
Reading

- **K.8** The student will demonstrate comprehension of fictional texts.
  - **a)** *Identify the role of an author and an illustrator.*

- **BrainPOP Jr.** *Jon Scieszka*

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**Virginia Standards of Learning > English (2017)**

Grade K  
Reading

- **K.8** The student will demonstrate comprehension of fictional texts.
  - **b)** *Relate previous experiences to what is read.*

- **BrainPOP Jr.** *Dr. Seuss*

- **BrainPOP Jr.** *Character*

- **BrainPOP Jr.** *Plot*

---

**Virginia Standards of Learning > English (2017)**

Grade K  
Reading

- **K.8** The student will demonstrate comprehension of fictional texts.
c) *Use pictures to make predictions.*

- BrainPOP Jr. *Make Predictions*

---

Virginia Standards of Learning > English (2017)

Grade K

Reading

K.8 The student will demonstrate comprehension of fictional texts.

d) *Ask and answer questions about what is read.*

- BrainPOP Jr. *Book Reports*
- BrainPOP Jr. *Main Idea*

---

BrainPOP *Getting Help*
- BrainPOP *Main Idea*

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Virginia Standards of Learning > English (2017)

Grade K

Reading

K.8 The student will demonstrate comprehension of fictional texts.

e) *Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.*

- BrainPOP Jr. *Plot*
- BrainPOP Jr. *Sequence*
- BrainPOP Jr. *Book Reports*

---

Virginia Standards of Learning > English (2017)

Grade K

Reading

K.9 The student will demonstrate comprehension of nonfiction texts.
a) Use pictures to identify topic and make predictions.

- BrainPOP Jr. Make Predictions
- BrainPOP Jr. Make Inferences

Virginia Standards of Learning > English (2017)

Grade K - Reading

- K.9 The student will demonstrate comprehension of nonfiction texts.
  
  b) Identify text features specific to the topic, such as titles, headings, and pictures.

- BrainPOP Jr. Reading Nonfiction

Virginia Standards of Learning > English (2017)

Grade K - Reading

- K.9 The student will demonstrate comprehension of nonfiction texts.
  
  c) Ask and answer questions about what is read.

- BrainPOP Jr. Main Idea
- BrainPOP Jr. Make Inferences

- BrainPOP Main Idea

Virginia Standards of Learning > English (2017)

Grade K - Writing

- K.10 The student will print in manuscript.
  
  a) Print capital and lowercase letters of the alphabet independently.

- BrainPOP Jr. Capital and Lowercase
Virginia Standards of Learning > English (2017)

Grade K  ➤ Writing

- **K.10** The student will print in manuscript.
  - b) *Print his/her first and last names.*

  - BrainPOP Jr. *Capital and Lowercase*

Virginia Standards of Learning > English (2017)

Grade K  ➤ Writing

- **K.11** The student will write in a variety of forms to include narrative and descriptive.
  - a) *Differentiate pictures from writing.*

  - BrainPOP Jr. *Writing a Paragraph*

  - BrainPOP *Types of Writing*

**2 more resources**

- BrainPOP *Punctuation*
BrainPOP Subject and Predicate

4 more resources

**Virginia Standards of Learning > English (2017)**

**Grade K**

- Writing
  - K.11 The student will write in a variety of forms to include narrative and descriptive.
    - f) *Begin each sentence with a capital letter and use ending punctuation.*

- BrainPOP Jr. Writing a Paragraph

- BrainPOP Jr. Capital and Lowercase

- BrainPOP Punctuation

- BrainPOP Types of Sentences

**Virginia Standards of Learning > English (2017)**

**Grade K**

- Writing
  - g) *Share writing with others.*

- BrainPOP Types of Writing

- BrainPOP Imagination

**Virginia Standards of Learning > English (2017)**

**Grade K**

- Research
  - K.12 The student will conduct research to answer questions or solve problems using available resources.
    - a) *Generate topics of interest.*
Virginia Standards of Learning > English (2017)

Grade K

- Research

- **K.12** The student will conduct research to answer questions or solve problems using available resources.

- **b)** *Generate questions to gather information.*

- **BrainPOP Jr. Biography**

- **GameUp Search Shark**

Virginia Standards of Learning > English (2017)

Grade K

- Research

- **K.12** The student will conduct research to answer questions or solve problems using available resources.

- **c)** *Identify pictures, texts, or people as sources of information.*

- **BrainPOP Jr. Library**

- **BrainPOP Biography**

Virginia Standards of Learning > English (2017)

Grade K

- Research

- **K.12** The student will conduct research to answer questions or solve problems using available resources.

- **d)** *Find information from provided sources.*

- **BrainPOP Jr. Library**

- **GameUp Search Shark**
Virginia Standards of Learning > English (2010)

Grade K

K.1 The student will demonstrate growth in the use of oral language.

a) Listen to a variety of literary forms, including stories and poems.

- BrainPOP Jr. Poems
- BrainPOP Jr. Cynthia Rylant

4 more resources

- BrainPOP Poetry
- BrainPOP Roald Dahl


Grade K

K.1 The student will demonstrate growth in the use of oral language.

b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.

c) Participate in oral generation of language experience narratives.

d) Participate in creative dramatics.

e) Use complete sentences that include subject, verb, and object.

understand that oral language entertains and communicates information.

- BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2010)

Grade K

K.1 The student will demonstrate growth in the use of oral language.

b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
BrainPOP Jr. Poems


Grade K  Oral Language

K.1 The student will demonstrate growth in the use of oral language. a) Listen to a variety of literary forms, including stories and poems. b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. c) Participate in oral generation of language experience narratives. d) Participate in creative dramatics. e) Use complete sentences that include subject, verb, and object.

listen to texts read aloud and ask and answer questions for further understanding.

BrainPOP Jr. Listening and Speaking


Grade K  Oral Language

K.1 The student will demonstrate growth in the use of oral language. a) Listen to a variety of literary forms, including stories and poems. b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. c) Participate in oral generation of language experience narratives. d) Participate in creative dramatics. e) Use complete sentences that include subject, verb, and object.

participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

BrainPOP Jr. Poems

BrainPOP Poetry

Virginia Standards of Learning > English (2010)

Grade K  Oral Language

K.1 The student will demonstrate growth in the use of oral language.

e) Use complete sentences that include subject, verb, and object.

BrainPOP Jr. Subject and Verb Agreement
• BrainPOP Jr. **Tenses**

• BrainPOP Jr. **Verbs**

• BrainPOP **Sentence Fragments**

• BrainPOP **Subject and Predicate**

4 more resources

**Virginia Standards of Learning > English (2010)**

Grade K  
Oral Language

K.2 The student will expand understanding and use of word meanings.

b) *Use number words.*

• BrainPOP Jr. **Adjectives and Adverbs**

• BrainPOP Jr. **Writing with the Senses**

**Virginia Standards of Learning > English (2010)**

Grade K  
Oral Language

K.2 The student will expand understanding and use of word meanings.

c) *Use words to describe/name people, places, and things.*

• BrainPOP Jr. **Writing with the Senses**

• BrainPOP Jr. **Adjectives and Adverbs**

• BrainPOP **Similes and Metaphors**

• BrainPOP **Antonyms, Synonyms, and Homonyms**

2 more resources
K.1 The student will demonstrate growth in the use of oral language. 
a) Listen to a variety of literary forms, including stories and poems. 
b) Participate in a variety of oral language activities including choral and echo speaking and recitation of poems, rhymes, songs, and stories with repeated word order patterns. 
c) Participate in oral generation of language experience narratives. 
d) Participate in creative dramatics. 
e) Use complete sentences that include subject, verb, and object when speaking.

- BrainPOP Jr. Tenses
- BrainPOP Jr. Verbs
- BrainPOP Run-On Sentences
- BrainPOP Subject and Predicate

K.2 The student will expand understanding and use of word meanings.

- BrainPOP Jr. Writing with the Senses
- BrainPOP Jr. Adjectives and Adverbs
- BrainPOP Antonyms, Synonyms, and Homonyms
- BrainPOP Similes and Metaphors

2 more resources
Grade K  

Oral Language

K.2 The student will expand understanding and use of word meanings.

e) Use words to describe/name actions.

- BrainPOP Jr. Writing with the Senses
- BrainPOP Jr. Adjectives and Adverbs
- BrainPOP Similes and Metaphors
- BrainPOP Antonyms, Synonyms, and Homonyms

2 more resources

Virginia  Standards of Learning > English (2010)

Grade K  

Oral Language

K.2 The student will expand understanding and use of word meanings.

f) Ask about words not understood.

- BrainPOP Jr. Listening and Speaking


Grade K  

Oral Language

K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Use number words. c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.

use words to describe or name people, places, feelings, and things during partner and group activities and during teacher-directed instruction.

- BrainPOP Jr. Book Reports

Virginia  Standards of Learning > English (2010)
Grade K  ❮ Oral Language

➤ K.3 The student will build oral communication skills.

ｂ) Begin to initiate conversations.

• BrainPOP Jr. Listening and Speaking

Virginia  Curriculums Framework > English (2010)

Grade K  ❮ Oral Language

➤ K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. Use number words. c) Use words to describe/name people, places, and things. d) Use words to describe/name size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.

➤ Use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction.

• BrainPOP Jr. Writing with the Senses

• BrainPOP Jr. Adjectives and Adverbs

Virginia  Standards of Learning > English (2010)

Grade K  ❮ Oral Language

➤ K.3 The student will build oral communication skills.

ｃ) Begin to follow implicit rules for conversation, including taking turns and staying on topic.

• BrainPOP Jr. Listening and Speaking

Virginia  Standards of Learning > English (2010)

Grade K  ❮ Oral Language

➤ K.3 The student will build oral communication skills.

ｄ) Listen and speak in informal conversations with peers and adults.

Grade K  
Oral Language

**K.2** The student will expand understanding and use of word meanings.  
a) Increase listening and speaking vocabularies.  
b) Use number words.  
c) Use words to describe/name people, places, and things.  
d) Use words to describe/name location, size, color, and shape.  
e) Use words to describe/name actions.  
f) Ask about words not understood.  
g) Use vocabulary from other content areas.

*use a variety of words to describe the actions of characters and people in real and make-believe settings in stories or class activities.*

- BrainPOP Jr. [Listening and Speaking](#)

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Virginia Standards of Learning > English (2010)

Grade K  
Oral Language

**K.3** The student will build oral communication skills.

- e) Participate in group and partner discussions about various texts and topics.

- BrainPOP Jr. [Listening and Speaking](#)

- BrainPOP Jr. [Book Reports](#)

- BrainPOP Jr. [Theme](#)

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Grade K  
Oral Language

**K.2** The student will expand understanding and use of word meanings.  
a) Increase listening and speaking vocabularies.  
b) Use number words.  
c) Use words to describe/name people, places, and things.  
d) Use words to describe/name location, size, color, and shape.  
e) Use words to describe/name actions.  
f) Ask about words not understood.  
g) Use vocabulary from other content areas.

*use vocabulary from content areas during partner or group activities and during teacher-directed instruction.*

- BrainPOP Jr. [Listening and Speaking](#)
The student will build oral communication skills.

- **BrainPOP Jr.** [Listening and Speaking](https://www.brainpopjr.com/listeningandspeaking)

- **BrainPOP** [Getting Help](https://www.brainpop.com)

### Virginia Curriculum Framework > English (2010)

- **Oral Language**

  - **K.3** The student will build oral communication skills.  
    - **g)** *Follow one- and two-step directions.*

  - **BrainPOP Jr.** [Listening and Speaking](https://www.brainpopjr.com/listeningandspeaking)

- **BrainPOP** [Getting Help](https://www.brainpop.com)
Grade K  ▶️ Oral Language

▶️ K.4 The student will identify, say, segment, and blend various units of speech sounds.

▶️ a) *Begin to discriminate between spoken sentences, words, and syllables.*

- BrainPOP Jr. Short Vowels
- BrainPOP Jr. *th, sh, and wh*
- BrainPOP Jr. Dr. Seuss
- BrainPOP Jr. *Silent E*

Virginia  Standards of Learning > English (2010)

Grade K  ▶️ Oral Language

▶️ K.4 The student will identify, say, segment, and blend various units of speech sounds.

▶️ b) *Identify and produce words that rhyme.*

- BrainPOP Jr. Rhyming Words
- BrainPOP Jr. Dr. Seuss
- BrainPOP Poetry

- BrainPOP Poetry
K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- BrainPOP Jr. Writing with the Senses

K.4 The student will identify, say, segment, and blend various units of speech sounds.

d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rime).

- BrainPOP Jr. Rhyming Words

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- BrainPOP Jr. Book Reports
K.4 The student will identify, say, segment, and blend various units of speech sounds.

- e) Identify words according to shared beginning and/or ending sounds.

- BrainPOP Jr. ch

- BrainPOP Jr. Silent E

- BrainPOP Jr. Rhyming Words


Grade K

Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- initate conversations with peers and teachers in a variety of school settings.

- BrainPOP Jr. Listening and Speaking


Grade K

Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- listen attentively to others in a variety of formal and informal settings involving peers and adults.

- BrainPOP Jr. Listening and Speaking

- BrainPOP Jr. Cynthia Rylant

- BrainPOP Jr. Ezra Jack Keats

Grade K  Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, chorusing, speaking, language experience narratives, morning routines, dramatizations and role play).

BrainPOP Jr. Theme

BrainPOP Jr. Listening and Speaking

2 more resources

BrainPOP Getting Help

Virginia Standards of Learning > English (2010)

Grade K  Reading

K.5 The student will understand how print is organized and read.

b) Identify the front cover, back cover, and title page of a book.

BrainPOP Jr. Reading Nonfiction


Grade K  Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, chorusing, speaking, language experience narratives, morning routines, dramatizations and role play).
partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- wait for their turn to speak, allowing others to speak without unnecessary interruptions.

- BrainPOP Jr. Listening and Speaking


Grade K  Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- in group and partner discussions clearly state a thought related to the book or topic being discussed.

- BrainPOP Jr. Theme

- BrainPOP Jr. Listening and Speaking


Grade K  Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- repeat and follow one- and two-step oral directions.

- BrainPOP Jr. Listening and Speaking


Grade K  Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.
and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions. 

- *BrainPOP Jr. [Listening and Speaking]*

- *BrainPOP [Getting Help]*


Grade K Oral Language

- **K.4** The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- *BrainPOP Jr. [Rhyming Words]*

- *BrainPOP Jr. [Silent E]*

- *BrainPOP Jr. [ch]*

- *BrainPOP Jr. [th, sh, and wh]*

- *BrainPOP Jr. [Short Vowels]*


Grade K Oral Language

- **K.4** The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- *understand that words are made up of small units of sound and that these sounds can be blended to make a word.*

- *BrainPOP Jr. [Rhyming Words]*

- *BrainPOP Jr. [Silent E]*

- *BrainPOP Jr. [ch]*

- *BrainPOP Jr. [th, sh, and wh]*

- *BrainPOP Jr. [Short Vowels]*
- BrainPOP Jr. **Poems**

**Virginia Standards of Learning > English (2010)**

**Grade K** ➔ **Reading**

- **K.7** The student will develop an understanding of basic phonetic principles.
  - a) *Identify and name the uppercase and lowercase letters of the alphabet.*

- BrainPOP Jr. **Capital and Lowercase**

- BrainPOP Jr. **Sending a Letter**

**Virginia Curriculum Framework > English (2010)**

**Grade K** ➔ **Oral Language**

- **K.4** The student will identify, say, segment, and blend various units of speech sounds.
  - a) Begin to discriminate between spoken sentences, words, and syllables.
  - b) Identify and produce words that rhyme.
  - c) Blend and segment multisyllabic words at the syllable level.
  - d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).
  - e) Identify words according to shared beginning and/or ending sounds.
  - *understand that a spoken sentence is made up of individual words.*

- BrainPOP Jr. **Capital and Lowercase**

- BrainPOP Jr. **Dr. Seuss**

- BrainPOP Jr. **Types of Sentences**

**Virginia Standards of Learning > English (2010)**

**Grade K** ➔ **Reading**

- **K.7** The student will develop an understanding of basic phonetic principles.
  - b) *Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.*

- BrainPOP Jr. **ch**

- BrainPOP Jr. **th, sh, and wh**

Grade K  

- Oral Language
  - K.4 The student will identify, say, segment, and blend various units of speech sounds. 
  - Focus on speech sounds.

Virginia Standards of Learning > English (2010)

Grade K  

- Reading
  - K.7 The student will develop an understanding of basic phonetic principles.
  - c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.

Grade K  Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds.

- a) Begin to discriminate between spoken sentences, words, and syllables.
- b) Identify and produce words that rhyme.
- c) Blend and segment multisyllabic words at the syllable level.
- d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).
- e) Identify words according to shared beginning and/or ending sounds.

- demonstrate the concept of word by segmenting spoken sentences into individual words.

- BrainPOP Jr. Capital and Lowercase
- BrainPOP Jr. Types of Sentences

Virginia Standards of Learning > English (2010)

Grade K  Reading

K.7 The student will develop an understanding of basic phonetic principles.

- d) Identify beginning consonant sounds in single-syllable words.

- BrainPOP Jr. ch
- BrainPOP Jr. th, sh, and wh


Grade K  Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds.

- a) Begin to discriminate between spoken sentences, words, and syllables.
- b) Identify and produce words that rhyme.
- c) Blend and segment multisyllabic words at the syllable level.
- d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).
- e) Identify words according to shared beginning and/or ending sounds.

- discriminate between large phonological units of running speech, sentences, words, and syllables.

- BrainPOP Jr. Short Vowels
- BrainPOP Jr. Silent E
• BrainPOP Jr. **th, sh, and wh**

• BrainPOP Jr. **ch**

2 more resources

**Virginia Standards of Learning > English (2010)**

**Grade K**

- **Reading**
  - K.8 The student will expand vocabulary.
    - a) *Discuss meanings of words.*

• BrainPOP Jr. **Choosing a Book**

• BrainPOP Jr. **Similes**

• BrainPOP Jr. **Writing with the Senses**

**Virginia Curriculum Framework > English (2010)**

**Grade K**

- **Oral Language**
  - K.4 The student will identify, say, segment, and blend various units of speech sounds.
    - a) Begin to discriminate spoken sentences, words, and syllables.
    - b) Identify and produce words that rhyme.
    - c) Blend and segment multisyllabic words at the syllable level.
    - d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).
    - e) Identify words according to shared beginning and/or ending sounds.
      - *identify a word that rhymes with a spoken word.*

• BrainPOP Jr. **Rhyming Words**

• BrainPOP Jr. **Dr. Seuss**

• BrainPOP **Poetry**

**Virginia Standards of Learning > English (2010)**

**Grade K**

- **Reading**
K.8 The student will expand vocabulary.

b) Develop vocabulary by listening to a variety of texts read aloud.

- BrainPOP Jr. Choosing a Book
- BrainPOP Jr. Similes
- BrainPOP Jr. Writing with the Senses
- BrainPOP Reading Skills


Grade K Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- supply a word that rhymes with a spoken word.

- BrainPOP Jr. Rhyming Words
- BrainPOP Jr. Dr. Seuss
- BrainPOP Poetry


Grade K Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- produce rhyming words and recognize pairs of rhyming words presented orally.

- BrainPOP Jr. Rhyming Words
• BrainPOP Jr. Dr. Seuss

• BrainPOP Poetry

Virginia Standards of Learning > English (2010)

Grade K 
Reading

K.9 The student will demonstrate comprehension of fictional texts.

a) Identify what an author does and what an illustrator does.

• BrainPOP Jr. Jon Scieszka


Grade K 
Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

generate rhyming words based on a given rhyming pattern.

• BrainPOP Jr. Rhyming Words

• BrainPOP Jr. Dr. Seuss

Virginia Standards of Learning > English (2010)

Grade K 
Reading

K.9 The student will demonstrate comprehension of fictional texts.

b) Relate previous experiences to what is read.

• BrainPOP Jr. Dr. Seuss

• BrainPOP Jr. Character

Grade K  

**Oral Language**

- **K.4** The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

  - *supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.*

- **BrainPOP Jr. Rhyming Words**

- **BrainPOP Jr. Dr. Seuss**

Virginia Standards of Learning > English (2010)

Grade K  

**Reading**

- **K.9** The student will demonstrate comprehension of fictional texts.

  - c) *Use pictures to make predictions.*

- **BrainPOP Jr. Make Predictions**


Grade K  

**Oral Language**

- **K.4** The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

  - blend and segment consonants and rimes of spoken words (e.g., /b/- /oat/ = boat, black = /bl/- /ack/).

- **BrainPOP Jr. Rhyming Words**

- **BrainPOP Jr. th, sh, and wh**
Virginia Standards of Learning > English (2010)

Grade K

Reading

K.9 The student will demonstrate comprehension of fictional texts.

d) Begin to ask and answer questions about what is read.

• BrainPOP Jr. Book Reports

• BrainPOP Jr. Main Idea


Grade K

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

blend and segment multisyllabic words into syllables (e.g., the teacher asks students to say robot without the /ro/ and students respond with /bot/).

• BrainPOP Jr. th, sh, and wh

• BrainPOP Jr. Silent E
recognize that a word can be segmented into individual speech sound units.

- **BrainPOP Jr.** Rhyming Words

**Virginia Standards of Learning > English (2010)**

**Grade K**

- **Reading**
  
  - **K.9** The student will demonstrate comprehension of fictional texts.
    
    - f) Retell familiar stories, using beginning, middle, and end.

- **BrainPOP Jr.** Sequence

- **BrainPOP Jr.** Book Reports

- **BrainPOP Jr.** Plot

**Virginia Curriculum Framework > English (2010)**

**Grade K**

- **Oral Language**
  
  - **K.4** The student will identify, say, segment, and blend various units of speech sounds. 
    a) Begin to discriminate between spoken sentences, words, and syllables. 
    b) Identify and produce words that rhyme. 
    c) Blend and segment multisyllabic words at the syllable level. 
    d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). 
    e) Identify words according to shared beginning and/or ending sounds.

  - recognize how phonemes sound when spoken in isolation.

- **BrainPOP Jr.** Rhyming Words

**Virginia Standards of Learning > English (2010)**

**Grade K**

- **Reading**
  
  - **K.9** The student will demonstrate comprehension of fictional texts.
    
    - g) Discuss characters, setting, and events.

- **BrainPOP Jr.** Character

- **BrainPOP Jr.** Make Predictions

Grade K  

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds.  
a) Begin to discriminate spoken sentences, words, and syllables.  
b) Identify and produce words that rhyme.  
c) Blend and segment multisyllabic words at the syllable level.  
d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes).  
e) Identify words according to shared beginning and/or ending sounds.  

- recognize similarities and differences in beginning and ending sounds of words.

BrainPOP Jr. ch
BrainPOP Jr. Dr. Seuss
BrainPOP Jr. Rhyming Words
BrainPOP Jr. Silent E
BrainPOP Jr. th, sh, and wh

Virginia Standards of Learning > English (2010)

Grade K  

Reading

K.10 The student will demonstrate comprehension of nonfiction texts.  

a) Use pictures to identify topic and make predictions.

BrainPOP Jr. Make Predictions
BrainPOP Jr. Make Inferences

Grade K  Oral Language

**K.4** The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

determine the order of speech sounds in a given word by answering the following questions:

*What is the beginning sound you hear?*

- BrainPOP Jr. [ch](https://www.brainpopjr.com/vocabulary/ch/)
- BrainPOP Jr. [Dr. Seuss](https://www.brainpopjr.com/vocabulary/dsseuss/)
- BrainPOP Jr. [Rhyming Words](https://www.brainpopjr.com/vocabulary/rhymingwords/)
- BrainPOP Jr. [Silent E](https://www.brainpopjr.com/vocabulary/silent_e/)
- BrainPOP Jr. [th, sh, and wh](https://www.brainpopjr.com/vocabulary/thshandwh/)

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**Virginia Standards of Learning > English (2010)**

Grade K  Reading

**K.10** The student will demonstrate comprehension of nonfiction texts.

* b) *Identify text features specific to the topic, such as titles, headings, and pictures.*

- BrainPOP Jr. [Reading Nonfiction](https://www.brainpopjr.com/reading/nonfiction/)

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**Virginia Curriculum Framework > English (2010)**

Grade K  Oral Language

**K.4** The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

determine the order of speech sounds in a given word by answering the following questions:

*What is the ending sound you hear?*

Grade K  Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/ - /sun/ and /hot/- /rat/).


Grade K  Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- identify pictures of objects whose names share the same beginning or ending sound.

- BrainPOP Jr. Dr. Seuss
Virginia Standards of Learning > English (2010)

Grade K  Writing

- K.11 The student will print in manuscript.
  - a) *Print uppercase and lowercase letters of the alphabet independently.*
  - • BrainPOP Jr. Capital and Lowercase

Virginia Standards of Learning > English (2010)

Grade K  Writing

- K.11 The student will print in manuscript.
  - b) *Print his/her first and last names.*
  - • BrainPOP Jr. Capital and Lowercase


Grade K  Oral Language

- K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

  - *blend three spoken phonemes to make words (e.g., the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word cat).*

  - • BrainPOP Jr. Silent E
  - • BrainPOP Jr. th, sh, and wh


Grade K  Oral Language
The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

segment one-syllable words into onset and rime (e.g., the teacher says the word hat and when asked, the student says /h/ for the onset and /-at/ for the rime.) Students are not expected to know the terms onset and rime.

- BrainPOP Jr. Rhyming Words

Virginia Standards of Learning > English (2010)
Grade K Writing

- K.12 The student will write to communicate ideas for a variety of purposes.
  a) Differentiate pictures from writing.

- BrainPOP Jr. Writing with the Senses
- BrainPOP Jr. Writing a Paragraph
- BrainPOP Jr. Poems
- BrainPOP Types of Writing

Grade K Oral Language

- K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

segment one-syllable words into speech sound units (e.g., the teacher says the word bat, and the student segments the sounds /b/- /a/- /t/).

- BrainPOP Jr. Rhyming Words

K.5 The student will understand how print is organized and read. a) Hold print materials in the correct position—the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

*understand that all print materials in English follow similar patterns.*

- BrainPOP Jr. [Sequence](#)
- BrainPOP Jr. [Types of Sentences](#)

**Virginia Curriculum Framework > English (2010)**

Grade K  Reading

- K.5 The student will understand how print is organized and read. a) Hold print materials in the correct position—the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

* distinguish the title page from all the other pages in a book.*

- BrainPOP Jr. [Reading Nonfiction](#)

**Virginia Curriculum Framework > English (2010)**

Grade K  Reading

- K.5 The student will understand how print is organized and read. a) Hold print materials in the correct position—the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

* distinguish print from pictures.*

- BrainPOP Jr. [Dr. Seuss](#)
- BrainPOP Jr. [Ezra Jack Keats](#)

**Virginia Curriculum Framework > English (2010)**

Grade K  Reading
K.5 The student will understand how print is organized and read. a) Hold print materials in the correct position: the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

match voice with print in syllables, words, and phrases.

- BrainPOP Jr. Long A

Grade K Reading

K.5 The student will understand how print is organized and read. a) Hold print materials in the correct position: the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

locate and name periods, question marks, and exclamation points.

- BrainPOP Jr. Types of Sentences

- BrainPOP Interjections

Grade K Reading

K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

understand that written words are composed of letters that represent specific sounds.

- BrainPOP Jr. ch

- BrainPOP Jr. Long A

- BrainPOP Jr. Short Vowels

- BrainPOP Jr. Silent E

- BrainPOP Jr. th, sh, and wh
Reading

K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

• BrainPOP Jr. Capital and Lowercase

• BrainPOP Jr. Sending a Letter

produce the usual sounds of consonants, short vowels and initial consonant digraphs.

Grade K Reading

K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- BrainPOP Jr. **th, sh, and wh**

- BrainPOP Jr. **Short Vowels**

- BrainPOP Jr. **Silent E**

- BrainPOP Jr. **Rhyming Words**


Grade K Reading

K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- BrainPOP Jr. **Long A**

- BrainPOP Jr. **th, sh, and wh**

- BrainPOP Jr. **ch**

- BrainPOP Jr. **Short Vowels**

- BrainPOP Jr. **Silent E**

- BrainPOP Jr. **th, sh, and wh**
The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- isolate initial consonants in single-syllable words (e.g., /t/ is the first sound in top).

- BrainPOP Jr. ch

- BrainPOP Jr. th, sh, and wh

The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- identify long and short sounds with common spellings for the five major vowels.

- BrainPOP Jr. Short Vowels

- BrainPOP Jr. Silent E

- BrainPOP Jr. Long A

The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- segment onsets and rimes and begin to blend to form the words.

- BrainPOP Jr. Rhyming Words
BrainPOP Jr. th, sh, and wh

Grade K
Reading

K.8 The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.

understand that vocabulary is made up of words and that words have meaning.

BrainPOP Jr. Similes

BrainPOP Jr. Synonyms and Antonyms

BrainPOP Antonyms, Synonyms, and Homonyms

BrainPOP Context Clues

Grade K
Reading

K.8 The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.

discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings.

BrainPOP Jr. Synonyms and Antonyms

BrainPOP Antonyms, Synonyms, and Homonyms

BrainPOP Context Clues

Grade K
Reading

K.8 The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.

ask and respond to questions about unknown words in a text.

BrainPOP Context Clues
K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- understand that authors tell stories through words and illustrators tell stories with pictures.

- BrainPOP Jr. Dr. Seuss

- BrainPOP Jr. Cynthia Rylant

- BrainPOP Jr. Dr. Seuss

- BrainPOP Jr. Ezra Jack Keats

- BrainPOP Jr. Jon Scieszka

- BrainPOP Jr. Make Predictions
Grade K  Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict).

Grade K  Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

link knowledge from their own experiences to make sense of and talk about a text.

BrainPOP Jr. Sequence

BrainPOP Jr. Plot

BrainPOP Jr. Character

BrainPOP Main Idea
questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- ask and respond to simple questions about the content of a book.

- BrainPOP Jr. Book Reports
- BrainPOP Jr. Main Idea
- BrainPOP Getting Help
- BrainPOP Main Idea


Grade K → Reading

- K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning and end).

- BrainPOP Jr. Sequence
- BrainPOP Jr. Book Reports
- BrainPOP Jr. Plot


Grade K → Reading

- K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- use words to sequence events (e.g., before, after, and next).

Grade K  Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

use descriptive language to talk about characters, settings, and events of a story.

- BrainPOP Jr. Character
- BrainPOP Jr. Make Predictions

8 more resources

- BrainPOP Book Report
- BrainPOP Roald Dahl


Grade K  Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

recognize various types of fictional texts (e.g., storybooks, poems).

- BrainPOP Jr. Dr. Seuss
- BrainPOP Jr. Choosing a Book

4 more resources
- BrainPOP Poetry
- BrainPOP Roald Dahl

Grade K  ➡️  Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

- make ongoing predictions based on graphics and text.

- BrainPOP Jr. Make Predictions
- BrainPOP Jr. Make Inferences

Grade K  ➡️  Reading

- K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

- relate pictures and illustrations to the text in which they appear.

- BrainPOP Jr. Reading Nonfiction
- BrainPOP Jr. Choosing a Book
- BrainPOP Jr. Make Inferences
- BrainPOP Jr. Sequence
- BrainPOP Jr. Setting
K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

- link knowledge from their own experiences to make sense of and talk about a text.

- BrainPOP Jr. Make Inferences
- BrainPOP Jr. Sequence
- BrainPOP Main Idea

Grade K Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

- identify the topic of a nonfiction selection.

- BrainPOP Jr. Main Idea
- BrainPOP Jr. Make Inferences
- BrainPOP Main Idea
- BrainPOP Reading a Newspaper
- BrainPOP Book Report

Grade K Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

- ask and respond to simple questions about the content of a book.

- BrainPOP Jr. Main Idea
BrainPOP Jr. **Make Inferences**

BrainPOP **Main Idea**


Grade K **Reading**

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

*discuss simple facts and information relevant to the topic.*

BrainPOP Jr. **Main Idea**

BrainPOP Jr. **Make Inferences**

BrainPOP Jr. **Sequence**

BrainPOP **Main Idea**

BrainPOP **Reading a Newspaper**

BrainPOP **Book Report**


Grade K **Reading**

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

*identify text features including titles, headings and pictures in text.*

BrainPOP Jr. **Reading Nonfiction**


Grade K **Reading**
K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

identify the author and illustrator of a text and define the role of each in presenting the ideas or information.

- BrainPOP Jr. Cynthia Rylant

Grade K Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.

understand that there are correct ways to write the manuscript letters of the alphabet.

- BrainPOP Jr. Capital and Lowercase

- BrainPOP Jr. Nouns
K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.

- form the letters of and space their first and last names.

- BrainPOP Jr. Capital and Lowercase

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.

- write their first and last names for a variety of purposes.

- BrainPOP Jr. Capital and Lowercase

- BrainPOP Jr. Nouns

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.

- capitalize the first word in a sentence and the pronoun I.

- BrainPOP Jr. Capital and Lowercase

- BrainPOP Jr. Nouns

3 more resources

- BrainPOP Capitalization
K.12 The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing, pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

- understand that their writing serves a variety of purposes.
K.12 The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing, pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

- BrainPOP **Imagination**
- BrainPOP **Prewriting: Choosing a Topic**
- BrainPOP **Book Report**

**Virginia Curriculum Framework > English (2010)**

**Grade K**

- Writing

  - K.12 The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing, pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

  - *use writing, dictation, and drawing to compose informative/explanatory texts that introduce a topic (what they are writing about), state an opinion or some facts and provide some information (e.g., My favorite book is ...).*

- BrainPOP **Types of Writing**

- BrainPOP Jr. **Writing with the Senses**

- BrainPOP **Types of Writing**
Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies

K.1 The student will build oral communication skills.
  a) Listen actively and speak using agreed-upon rules for discussion.

- BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies

K.1 The student will build oral communication skills.
  c) Initiate conversations.

- BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies

K.1 The student will build oral communication skills.
  d) Follow implicit rules for conversation, including taking turns and staying on topic.

- BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies

K.1 The student will build oral communication skills.
  e) Listen and speak in informal conversations with peers and adults.

- BrainPOP Jr. Listening and Speaking
Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies

- K.1 The student will build oral communication skills.
  - f) Discuss various texts and topics collaboratively and with partners.

- BrainPOP Jr. Listening and Speaking
- BrainPOP Jr. Book Reports

- Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies

- K.1 The student will build oral communication skills.
  - h) Follow one- and two-step directions.

- BrainPOP Jr. Listening and Speaking

- Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies

- K.1 The student will build oral communication skills.
  - i) Ask how and why questions to seek help, get information, or clarify information.

- BrainPOP Jr. Listening and Speaking

- BrainPOP Getting Help

- Virginia Standards of Learning > English (2017)
Grade K Communication and Multimodal Literacies

- K.1 The student will build oral communication skills.
j) Work respectfully with others.

- BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2017)

Grade K Communication and Multimodal Literacies

K.2 The student will demonstrate growth in oral, early literacy skills.

a) Listen and respond to a variety of text and media.

- BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2017)

Grade K Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

a) Begin to discriminate between spoken sentences, words, and syllables.

- BrainPOP Jr. Short Vowels
- BrainPOP Jr. th, sh, and wh
- BrainPOP Jr. Dr. Seuss
- BrainPOP Jr. Silent E

Virginia Standards of Learning > English (2017)

Grade K Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

b) Identify and produce words that rhyme.

- BrainPOP Jr. Rhyming Words
• BrainPOP Jr. **Dr. Seuss**

• BrainPOP **Poetry**

**Virginia Standards of Learning > English (2017)**

Grade K  ➔ Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

c) **Blend and segment multisyllabic words at the syllable level.**

• BrainPOP Jr. **th, sh, and wh**

**Virginia Standards of Learning > English (2017)**

Grade K  ➔ Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

d) **Blend and segment one-syllable words into phonemes including onset and rime.**

• BrainPOP Jr. **Rhyming Words**

• BrainPOP Jr. **th, sh, and wh**

• BrainPOP Jr. **ch**

• BrainPOP Jr. **Silent E**

**Virginia Standards of Learning > English (2017)**

Grade K  ➔ Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

e) **Identify words according to shared beginning and/or ending sounds.**
- BrainPOP Jr.  

Virginia Standards of Learning > English (2017)

Grade K  

Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

f) **Blend sounds to make one-syllable words.**

- BrainPOP Jr.  

Virginia Standards of Learning > English (2017)

Grade K  

Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

g) **Segment one-syllable words into individual phonemes.**

- BrainPOP Jr.  

Virginia Standards of Learning > English (2017)

Grade K  

Reading

K.4 The student will understand how print is organized and read.

b) **Identify the front cover, back cover, and title page of a book.**

- BrainPOP Jr.  

Virginia Standards of Learning > English (2017)

Grade K  

Reading
K.6 The student will develop an understanding of basic phonetic principles.

a) Identify and name the capital and lowercase letters of the alphabet.

- BrainPOP Jr. Capital and Lowercase
- BrainPOP Jr. Sending a Letter

Virginia Standards of Learning > English (2017)

K.6 The student will develop an understanding of basic phonetic principles.

b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.

- BrainPOP Jr. ch
- BrainPOP Jr. th, sh, and wh
- BrainPOP Jr. Short Vowels
- BrainPOP Jr. Silent E
- BrainPOP Jr. Long A

Virginia Standards of Learning > English (2017)

K.6 The student will develop an understanding of basic phonetic principles.

c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes more than one syllable.

- BrainPOP Jr. ch
- BrainPOP Jr. Long A
- BrainPOP Jr. Short Vowels
- BrainPOP Jr. Silent E
K.6 The student will develop an understanding of basic phonetic principles.

d) Identify initial consonant sounds in one-syllable words.

- BrainPOP Jr. **ch**
- BrainPOP Jr. **th, sh, and wh**

e) Identify final consonant sounds in one-syllable words.

- BrainPOP Jr. **ch**
- BrainPOP Jr. **Rhyming Words**
- BrainPOP Jr. **Silent E**
- BrainPOP Jr. **th, sh, and wh**

K.7 The student will expand vocabulary and use of word meanings.

a) Discuss meanings of words.

- BrainPOP Jr. **Synonyms and Antonyms**
The student will expand vocabulary and use of word meanings.

b) *Increase vocabulary by listening to a variety of texts read aloud.*

- BrainPOP Jr. [Choosing a Book](#)
- BrainPOP Jr. [Similes](#)
- BrainPOP Jr. [Writing with the Senses](#)

- BrainPOP [Reading Skills](#)

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Virginia Standards of Learning > English (2017)

Grade K  

- **Reading**

  - K.7 The student will expand vocabulary and use of word meanings.

  - e) *Use number words.*

  - BrainPOP Jr. [Writing with the Senses](#)
  - BrainPOP Jr. [Adjectives and Adverbs](#)

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Virginia Standards of Learning > English (2017)

Grade K  

- **Reading**

  - K.7 The student will expand vocabulary and use of word meanings.

  - g) *Use adjectives to describe location, size, color, and shape.*

  - BrainPOP Jr. [Writing with the Senses](#)
  - BrainPOP Jr. [Adjectives and Adverbs](#)

  - BrainPOP [Parts of Speech](#)
Grade K  Reading

- **K.7** The student will expand vocabulary and use of word meanings.
  - h) *Use verbs to identify actions.*

  - BrainPOP Jr. *Adjectives and Adverbs*

  - BrainPOP *Tenses*

Virginia Standards of Learning > English (2017)

Grade K  Reading

- **K.8** The student will demonstrate comprehension of fictional texts.
  - a) *Identify the role of an author and an illustrator.*

  - BrainPOP Jr. *Jon Scieszka*

Virginia Standards of Learning > English (2017)

Grade K  Reading

- **K.8** The student will demonstrate comprehension of fictional texts.
  - b) *Relate previous experiences to what is read.*

  - BrainPOP Jr. *Dr. Seuss*

  - BrainPOP Jr. *Character*

  - BrainPOP Jr. *Plot*

Virginia Standards of Learning > English (2017)

Grade K  Reading

- **K.8** The student will demonstrate comprehension of fictional texts.
c) Use pictures to make predictions.

- BrainPOP Jr. [Make Predictions](#)

**Virginia Standards of Learning > English (2017)**

**Grade K**

- Reading

  - K.8 The student will demonstrate comprehension of fictional texts.

  - d) Ask and answer questions about what is read.

- BrainPOP Jr. [Book Reports](#)

- BrainPOP Jr. [Main Idea](#)

- BrainPOP [Getting Help](#)

- BrainPOP [Main Idea](#)

**Virginia Standards of Learning > English (2017)**

**Grade K**

- Reading

  - K.8 The student will demonstrate comprehension of fictional texts.

  - e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.

- BrainPOP Jr. [Plot](#)

- BrainPOP Jr. [Sequence](#)

- BrainPOP Jr. [Book Reports](#)

**Virginia Standards of Learning > English (2017)**

**Grade K**

- Reading

  - K.9 The student will demonstrate comprehension of nonfiction texts.
a) Use pictures to identify topic and make predictions.

- BrainPOP Jr. Make Predictions
- BrainPOP Jr. Make Inferences

Virginia Standards of Learning > English (2017)
Grade K  Reading

- K.9 The student will demonstrate comprehension of nonfiction texts.
  - b) Identify text features specific to the topic, such as titles, headings, and pictures.
    - BrainPOP Jr. Reading Nonfiction

Virginia Standards of Learning > English (2017)
Grade K  Reading

- K.9 The student will demonstrate comprehension of nonfiction texts.
  - c) Ask and answer questions about what is read.
    - BrainPOP Jr. Main Idea
    - BrainPOP Jr. Make Inferences

- BrainPOP Main Idea

Virginia Standards of Learning > English (2017)
Grade K  Writing

- K.10 The student will print in manuscript.
  - a) Print capital and lowercase letters of the alphabet independently.
    - BrainPOP Jr. Capital and Lowercase
The student will print in manuscript.

b) Print his/her first and last names.

- BrainPOP Jr. Capital and Lowercase

The student will write in a variety of forms to include narrative and descriptive.

a) Differentiate pictures from writing.

- BrainPOP Jr. Writing a Paragraph

- BrainPOP Types of Writing

The student will write in a variety of forms to include narrative and descriptive.

e) Compose simple sentences.

- BrainPOP Jr. Writing a Paragraph

- BrainPOP Jr. Capital and Lowercase

2 more resources

- BrainPOP Punctuation
Virginia Standards of Learning > English (2017)

Grade K Writing

K.11 The student will write in a variety of forms to include narrative and descriptive.

f) Begin each sentence with a capital letter and use ending punctuation.

BrainPOP Subject and Predicate

BrainPOP Jr. Writing a Paragraph

BrainPOP Jr. Capital and Lowercase

BrainPOP Punctuation

BrainPOP Types of Sentences

Virginia Standards of Learning > English (2017)

Grade K Writing

K.11 The student will write in a variety of forms to include narrative and descriptive.

g) Share writing with others.

BrainPOP Types of Writing

BrainPOP Imagination

Virginia Standards of Learning > English (2017)

Grade K Research

K.12 The student will conduct research to answer questions or solve problems using available resources.

a) Generate topics of interest.
• BrainPOP Jr. Biography

Virginia Standards of Learning > English (2017)
Grade K

Research

K.12 The student will conduct research to answer questions or solve problems using available resources.

b) Generate questions to gather information.

c) Identify pictures, texts, or people as sources of information.

• BrainPOP Jr. Biography

• GameUp Search Shark

Virginia Standards of Learning > English (2017)
Grade K

Research

K.12 The student will conduct research to answer questions or solve problems using available resources.

d) Find information from provided sources.

• BrainPOP Library

• BrainPOP Biography

• GameUp Search Shark
K.1 The student will demonstrate growth in the use of oral language.

a) Listen to a variety of literary forms, including stories and poems.

- BrainPOP Jr. Poems
- BrainPOP Jr. Cynthia Rylant
- BrainPOP Poetry
- BrainPOP Roald Dahl

b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.

- BrainPOP Jr. Listening and Speaking

b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
BrainPOP Jr. Poems


Grade K

- Oral Language

  K.1 The student will demonstrate growth in the use of oral language. a) Listen to a variety of literary forms, including stories and poems. b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. c) Participate in oral generation of language experience narratives. d) Participate in creative dramatics. e) Use complete sentences that include subject, verb, and object.

  listen to texts read aloud and ask and answer questions for further understanding.

BrainPOP Jr. Listening and Speaking


Grade K

- Oral Language

  K.1 The student will demonstrate growth in the use of oral language. a) Listen to a variety of literary forms, including stories and poems. b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns. c) Participate in oral generation of language experience narratives. d) Participate in creative dramatics. e) Use complete sentences that include subject, verb, and object.

  participate in choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns and refrains.

BrainPOP Jr. Poems

BrainPOP Poetry

Virginia Standards of Learning > English (2010)

Grade K

- Oral Language

  K.1 The student will demonstrate growth in the use of oral language.

  e) Use complete sentences that include subject, verb, and object.

BrainPOP Jr. Subject and Verb Agreement
• BrainPOP Jr. **Tenses**

• BrainPOP Jr. **Verbs**

• BrainPOP **Sentence Fragments**

• BrainPOP **Subject and Predicate**

+ 4 more resources

Virginia Standards of Learning > English (2010)

Grade K  

- Oral Language

  - K.2 The student will expand understanding and use of word meanings.

  - b) *Use number words.*

- BrainPOP Jr. **Adjectives and Adverbs**

- BrainPOP Jr. **Writing with the Senses**

Virginia Standards of Learning > English (2010)

Grade K  

- Oral Language

  - K.2 The student will expand understanding and use of word meanings.

  - c) *Use words to describe/name people, places, and things.*

- BrainPOP Jr. **Writing with the Senses**

- BrainPOP Jr. **Adjectives and Adverbs**

- BrainPOP **Similes and Metaphors**

- BrainPOP **Antonyms, Synonyms, and Homonyms**

+ 2 more resources
Oral Language

K.1 The student will demonstrate growth in the use of oral language. 

- Listen to a variety of literary forms, including stories and poems.
- Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
- Participate in oral generation of language experience narratives.
- Participate in creative dramas.
- Use complete sentences that include subject, verb, and object when speaking.

- BrainPOP Jr. Tenses
- BrainPOP Jr. Verbs

- BrainPOP Run-On Sentences
- BrainPOP Subject and Predicate

3 more resources

Oral Language

K.2 The student will expand understanding and use of word meanings.

- Use words to describe/name location, size, color, and shape.

- BrainPOP Jr. Writing with the Senses
- BrainPOP Jr. Adjectives and Adverbs

- BrainPOP Antonyms, Synonyms, and Homonyms
- BrainPOP Similes and Metaphors

2 more resources
K.2 The student will expand understanding and use of word meanings.

e) Use words to describe/name actions.

- BrainPOP Jr. Writing with the Senses
- BrainPOP Jr. Adjectives and Adverbs
- BrainPOP Similes and Metaphors
- BrainPOP Antonyms, Synonyms, and Homonyms

2 more resources

Virginia Standards of Learning > English (2010)

Grade K Oral Language

K.2 The student will expand understanding and use of word meanings.

f) Ask about words not understood.

- BrainPOP Jr. Listening and Speaking


Grade K Oral Language

K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. Use number words. c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.

use words to describe or name people, places, feelings, and things during partner and group activities and during teacher-directed instruction.

- BrainPOP Jr. Book Reports

Virginia Standards of Learning > English (2010)
Grade K  
Oral Language

K.3 The student will build oral communication skills.

b) Begin to initiate conversations.

• BrainPOP Jr. Listening and Speaking


Grade K  
Oral Language

K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. Use number words. c) Use words to describe/name people, places, and things. d) Use words to describe/name size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.

use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction.

• BrainPOP Jr. Writing with the Senses

• BrainPOP Jr. Adjectives and Adverbs

Virginia Standards of Learning > English (2010)

Grade K  
Oral Language

K.3 The student will build oral communication skills.

c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.

• BrainPOP Jr. Listening and Speaking

Virginia Standards of Learning > English (2010)

Grade K  
Oral Language

K.3 The student will build oral communication skills.

d) Listen and speak in informal conversations with peers and adults.
BrainPOP Jr. Listening and Speaking


Grade K Oral Language

K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. Use number words. c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.

use a variety of words to describe the actions of characters and people in real and make-believe settings in stories or class activities.

BrainPOP Jr. Book Reports

Virginia Standards of Learning > English (2010)

Grade K Oral Language

K.3 The student will build oral communication skills.

e) Participate in group and partner discussions about various texts and topics.

BrainPOP Jr. Listening and Speaking

BrainPOP Jr. Book Reports

BrainPOP Jr. Theme


Grade K Oral Language

K.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. Use number words. c) Use words to describe/name people, places, and things. d) Use words to describe/name location, size, color, and shape. e) Use words to describe/name actions. f) Ask about words not understood. g) Use vocabulary from other content areas.

use vocabulary from content areas during partner or group activities and during teacher-directed instruction.
Grade K  Oral Language

- K.3 The student will build oral communication skills.
  - g) *Follow one- and two-step directions.*

- BrainPOP Jr. [*Listening and Speaking*](#)

- BrainPOP [*Getting Help*](#)

Grade K  Oral Language

- K.3 The student will build oral communication skills.
  - h) *Begin to ask how and why questions.*

- BrainPOP Jr. [*Listening and Speaking*](#)

- BrainPOP [*Getting Help*](#)

Grade K  Oral Language

- K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) *Follow one- and two-step directions.* h) *Begin to ask how and why questions.*

- BrainPOP Jr. [*Listening and Speaking*](#)
Grade K  Oral Language

- **K.4** The student will identify, say, segment, and blend various units of speech sounds.
  - a) *Begin to discriminate between spoken sentences, words, and syllables.*

  - **BrainPOP Jr.** *Short Vowels*
  - **BrainPOP Jr.** *th, sh, and wh*
  - **BrainPOP Jr.** *Dr. Seuss*
  - **BrainPOP Jr.** *Silent E*

Virginia  Standards of Learning > English (2010)
Grade K  Oral Language

- **K.4** The student will identify, say, segment, and blend various units of speech sounds.
  - b) *Identify and produce words that rhyme.*

  - **BrainPOP Jr.** *Rhyming Words*
  - **BrainPOP Jr.** *Dr. Seuss*

  - **BrainPOP** *Poetry*

Virginia  Standards of Learning > English (2010)
Grade K  Oral Language

- **K.4** The student will identify, say, segment, and blend various units of speech sounds.
  - c) *Blend and segment multisyllabic words at the syllable level.*

  - **BrainPOP Jr.** *th, sh, and wh*
  - **BrainPOP Jr.** *Silent E*
The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- BrainPOP Jr. *Writing with the Senses*

The student will identify, say, segment, and blend various units of speech sounds.

d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending...

- BrainPOP Jr. *Rhyming Words*

The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- BrainPOP Jr. *Book Reports*
K.4 The student will identify, say, segment, and blend various units of speech sounds.

e) Identify words according to shared beginning and/or ending sounds.

- BrainPOP Jr. ch
- BrainPOP Jr. Silent E
- BrainPOP Jr. Rhyming Words


Grade K Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

initiate conversations with peers and teachers in a variety of school settings.

- BrainPOP Jr. Listening and Speaking


Grade K Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

listen attentively to others in a variety of formal and informal settings involving peers and adults.

- BrainPOP Jr. Listening and Speaking
- BrainPOP Jr. Cynthia Rylant
- BrainPOP Jr. Ezra Jack Keats
The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions. participate in partner or group activities, (i.e., conversations, discussions, book chats, retellings of stories, choral speaking, language experience narratives, morning routines, dramatizations and role play).

The student will understand how print is organized and read. b) Identify the front cover, back cover, and title page of a book.
partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

wait for their turn to speak, allowing others to speak without unnecessary interruptions.

- BrainPOP Jr. Listening and Speaking


Grade K  

- Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- BrainPOP Jr. Theme

- BrainPOP Jr. Listening and Speaking


Grade K  

- Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- BrainPOP Jr. Listening and Speaking


Grade K  

- Oral Language

K.3 The student will build oral communication skills. a) Express ideas in complete sentences and express needs through direct requests. b) Begin to initiate conversations. c) Begin to follow implicit rules for conversation, including taking turns and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group and partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- BrainPOP Jr. Listening and Speaking
and staying on topic. d) Listen and speak in informal conversations with peers and adults. e) Participate in group
partner discussions about various texts and topics. f) Begin to use voice level, phrasing, and intonation appropriate
for various language situations. g) Follow one- and two-step directions. h) Begin to ask how and why questions.

- ask who, what, where, when, why, and how questions to obtain information, seek help, or clarify something
  understood.

- BrainPOP Jr. **Listening and Speaking**

- BrainPOP **Getting Help**

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**Virginia Curriculum Framework > English (2010)**

**Grade K**

**Oral Language**

- **K.4** The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate
  spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic
  words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s)
  (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- understand that words are made up of small units of sound and that these sounds can be blended to make a
  word.

- BrainPOP Jr. **Rhyming Words**

- BrainPOP Jr. **Silent E**

- BrainPOP Jr. **ch**

- BrainPOP Jr. **th, sh, and wh**

- BrainPOP Jr. **Short Vowels**

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**Virginia Curriculum Framework > English (2010)**

**Grade K**

**Oral Language**

- **K.4** The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate
  spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic
  words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s)
  (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- understand that words are made up of syllables.
• BrainPOP Jr. Poems

Virginia Standards of Learning > English (2010)

Grade K Reading

- K.7 The student will develop an understanding of basic phonetic principles.
  - a) Identify and name the uppercase and lowercase letters of the alphabet.

• BrainPOP Jr. Capital and Lowercase

• BrainPOP Jr. Sending a Letter


Grade K Oral Language

- K.4 The student will identify, say, segment, and blend various units of speech sounds.
  - a) Begin to discriminate between spoken sentences, words, and syllables.
  - b) Identify and produce words that rhyme.
  - c) Blend and segment multisyllabic words at the syllable level.
  - d) Segment one-syllable words into speech sound units including beginning phonemes and ending (rimes).
  - e) Identify words according to shared beginning and/or ending sounds.
   - understand that a spoken sentence is made up of individual words.

• BrainPOP Jr. Capital and Lowercase

• BrainPOP Jr. Dr. Seuss

• BrainPOP Jr. Types of Sentences

Virginia Standards of Learning > English (2010)

Grade K Reading

- K.7 The student will develop an understanding of basic phonetic principles.
  - b) Match consonant, short vowel, and initial consonant diagraph sounds to appropriate letters.

• BrainPOP Jr. ch

• BrainPOP Jr. th, sh, and wh

Grade K  Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

focus on speech sounds.

Virginia Standards of Learning > English (2010)

Grade K  Reading

K.7 The student will develop an understanding of basic phonetic principles.

c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes more than one syllable.

Grade K

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onsets) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

demonstrate the concept of word by segmenting spoken sentences into individual words.

• BrainPOP Jr. Capital and Lowercase

• BrainPOP Jr. Types of Sentences

Virginia Standards of Learning > English (2010)

Grade K

Reading

K.7 The student will develop an understanding of basic phonetic principles.

d) Identify beginning consonant sounds in single-syllable words.

• BrainPOP Jr. ch

• BrainPOP Jr. th, sh, and wh


Grade K

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onsets) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

discriminate between large phonological units of running speech, sentences, words, and syllables.

• BrainPOP Jr. Short Vowels

• BrainPOP Jr. Silent E
Virginia Standards of Learning > English (2010)

Grade K  Reading

K.8 The student will expand vocabulary.
   a) Discuss meanings of words.

BrainPOP Jr.  th, sh, and wh
BrainPOP Jr.  ch

BrainPOP Jr.  Choosing a Book
BrainPOP Jr.  Similes
BrainPOP Jr.  Writing with the Senses


Grade K  Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

   identify a word that rhymes with a spoken word.

BrainPOP Jr.  Rhyming Words
BrainPOP Jr.  Dr. Seuss

BrainPOP  Poetry

Virginia Standards of Learning > English (2010)

Grade K  Reading
K.8 The student will expand vocabulary.

b) *Develop vocabulary by listening to a variety of texts read aloud.*

- BrainPOP Jr. [Choosing a Book](#)
- BrainPOP Jr. [Similes](#)
- BrainPOP Jr. [Writing with the Senses](#)
- BrainPOP [Reading Skills](#)


Grade K  Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds.  
a) Begin to discriminate spoken sentences, words, and syllables.  
b) Identify and produce words that rhyme.  
c) Blend and segment multisyllabic words at the syllable level.  
d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).  
e) Identify words according to shared beginning and/or ending sounds.

supply a word that rhymes with a spoken word.

- BrainPOP Jr. [Rhyming Words](#)
- BrainPOP Jr. [Dr. Seuss](#)
- BrainPOP [Poetry](#)


Grade K  Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds.  
a) Begin to discriminate spoken sentences, words, and syllables.  
b) Identify and produce words that rhyme.  
c) Blend and segment multisyllabic words at the syllable level.  
d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).  
e) Identify words according to shared beginning and/or ending sounds.

produce rhyming words and recognize pairs of rhyming words presented orally.

- BrainPOP Jr. [Rhyming Words](#)
• BrainPOP Jr. Dr. Seuss

• BrainPOP Poetry

Virginia Standards of Learning > English (2010)
Grade K  ▸ Reading

K.9 The student will demonstrate comprehension of fictional texts.
   a) Identify what an author does and what an illustrator does.

• BrainPOP Jr. Jon Scieszka

Grade K  ▸ Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds.  a) Begin to discriminate spoken sentences, words, and syllables.  b) Identify and produce words that rhyme.  c) Blend and segment multisyllable words at the syllable level.  d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).  e) Identify words according to shared beginning and/or ending sounds.

   generate rhyming words based on a given rhyming pattern.

• BrainPOP Jr. Rhyming Words

• BrainPOP Jr. Dr. Seuss

Virginia Standards of Learning > English (2010)
Grade K  ▸ Reading

K.9 The student will demonstrate comprehension of fictional texts.
   b) Relate previous experiences to what is read.

• BrainPOP Jr. Dr. Seuss

• BrainPOP Jr. Character

Grade K  Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.

Virginia Standards of Learning > English (2010)

Grade K  Reading

K.9 The student will demonstrate comprehension of fictional texts.

c) Use pictures to make predictions.


Grade K  Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

blend and segment consonants and rimes of spoken words (e.g., /b/-/oat/ = boat, black = /bl/-/ack/).

BrainPOP Jr. Rhyming Words

BrainPOP Jr. th, sh, and wh
The student will demonstrate comprehension of fictional texts.

d) Begin to ask and answer questions about what is read.

- BrainPOP Jr. Book Reports
- BrainPOP Jr. Main Idea
- BrainPOP Getting Help
- BrainPOP Main Idea

The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phonemes and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- BrainPOP Jr. th, sh, and wh
- BrainPOP Jr. Silent E

The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phonemes and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.
recognize that a word can be segmented into individual speech sound units.

- BrainPOP Jr. Rhyming Words

Virginia Standards of Learning > English (2010)
Grade K Reading

- K.9 The student will demonstrate comprehension of fictional texts.
  
  - f) Retell familiar stories, using beginning, middle, and end.

- BrainPOP Jr. Sequence
- BrainPOP Jr. Book Reports
- BrainPOP Jr. Plot

Grade K Oral Language

- K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.
  
  - recognize how phonemes sound when spoken in isolation.

- BrainPOP Jr. Rhyming Words

Virginia Standards of Learning > English (2010)
Grade K Reading

- K.9 The student will demonstrate comprehension of fictional texts.
  
  - g) Discuss characters, setting, and events.

- BrainPOP Jr. Character
- BrainPOP Jr. Make Predictions

Grade K  Oral Language

- **K.4** The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

  - recognize similarities and differences in beginning and ending sounds of words.

- **BrainPOP Jr. ch**
- **BrainPOP Jr. Dr. Seuss**
- **BrainPOP Jr. Rhyming Words**
- **BrainPOP Jr. Silent E**
- **BrainPOP Jr. th, sh, and wh**

Virginia Standards of Learning > English (2010)

Grade K  Reading

- **K.10** The student will demonstrate comprehension of nonfiction texts.

  - a) *Use pictures to identify topic and make predictions.*

- **BrainPOP Jr. Make Predictions**
- **BrainPOP Jr. Make Inferences**
K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

determine the order of speech sounds in a given word by answering the following questions:

- What is the beginning sound you hear?

- BrainPOP Jr. ch

- BrainPOP Jr. Dr. Seuss

- BrainPOP Jr. Rhyming Words

- BrainPOP Jr. Silent E

- BrainPOP Jr. th, sh, and wh

K.10 The student will demonstrate comprehension of nonfiction texts. b) Identify text features specific to the topic, such as titles, headings, and pictures.

- BrainPOP Jr. Reading Nonfiction

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

determine the order of speech sounds in a given word by answering the following questions:

- What is the ending sound you hear?

Grade K

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/-/sun/ and /hot/-/rat/).


Grade K

Oral Language

K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

identify pictures of objects whose names share the same beginning or ending sound.
The student will print in manuscript.

a) Print uppercase and lowercase letters of the alphabet independently.

- BrainPOP Jr. Capital and Lowercase

b) Print his/her first and last names.

- BrainPOP Jr. Capital and Lowercase

The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate between spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

blend three spoken phonemes to make words (e.g., the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word cat).

- BrainPOP Jr. Silent E

- BrainPOP Jr. th, sh, and wh
K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

- segment one-syllable words into onset and rime (e.g., the teacher says the word hat and when asked, the student says /h/ for the onset and /-at/ for the rime.) Students are not expected to know the terms onset and rime.

• BrainPOP Jr. Rhyming Words

Virginia Standards of Learning > English (2010)

Grade K

- Writing

  K.12 The student will write to communicate ideas for a variety of purposes.

  a) Differentiate pictures from writing.

• BrainPOP Jr. Writing with the Senses

• BrainPOP Jr. Writing a Paragraph

• BrainPOP Jr. Poems

• BrainPOP Types of Writing


Grade K

- Oral Language

  K.4 The student will identify, say, segment, and blend various units of speech sounds. a) Begin to discriminate spoken sentences, words, and syllables. b) Identify and produce words that rhyme. c) Blend and segment multisyllabic words at the syllable level. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes). e) Identify words according to shared beginning and/or ending sounds.

  segment one-syllable words into speech sound units (e.g., the teacher says the word bat, and the student segments the sounds /b/- /a/- /t/).

• BrainPOP Jr. Rhyming Words
Grade K  ➤ Reading

K.5 The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

▶ understand that all print materials in English follow similar patterns.

• BrainPOP Jr. Sequence

• BrainPOP Jr. Types of Sentences

Grade K  ➤ Reading

K.5 The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

▶ distinguish the title page from all the other pages in a book.

• BrainPOP Jr. Reading Nonfiction

Grade K  ➤ Reading

K.5 The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

▶ distinguish print from pictures.

• BrainPOP Jr. Dr. Seuss

• BrainPOP Jr. Ezra Jack Keats
K.5 The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

- match voice with print in syllables, words, and phrases.

- BrainPOP Jr. Long A

Grade K Reading

K.5 The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Distinguish between print and pictures. d) Follow words from left to right and from top to bottom on a printed page. e) Match voice with print (concept of word).

- locate and name periods, question marks, and exclamation points.

- BrainPOP Jr. Types of Sentences

- BrainPOP Interjections

Grade K Reading

K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- understand that written words are composed of letters that represent specific sounds.

- BrainPOP Jr. ch

- BrainPOP Jr. Long A

- BrainPOP Jr. Short Vowels

- BrainPOP Jr. Silent E

- BrainPOP Jr. th, sh, and wh
The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- BrainPOP Jr. **Capital and Lowercase**
- BrainPOP Jr. **Sending a Letter**

Grade K  Reading

K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant.

BrainPOP Jr. the, sh, and wh

BrainPOP Jr. Short Vowels

BrainPOP Jr. Silent E

BrainPOP Jr. Rhyming Words
K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- BrainPOP Jr. **ch**
- BrainPOP Jr. **th, sh, and wh**

K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- BrainPOP Jr. **Short Vowels**
- BrainPOP Jr. **Silent E**
- BrainPOP Jr. **Long A**

K.7 The student will develop an understanding of basic phonetic principles. a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. d) Identify beginning consonant sounds in single-syllable words.

- BrainPOP Jr. **Rhyming Words**
BrainPOP Jr. **th, sh, and wh**

Grade K  ➔ Reading

- **K.8** The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.

- *understand that vocabulary is made up of words and that words have meaning.*

BrainPOP Jr. **Similes**

Grade K  ➔ Reading

- **K.8** The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.

- *discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings.*

BrainPOP Jr. **Synonyms and Antonyms**

BrainPOP **Antonyms, Synonyms, and Homonyms**

BrainPOP **Context Clues**

Grade K  ➔ Reading

- **K.8** The student will expand vocabulary. a) Discuss meanings of words. b) Develop vocabulary by listening to a variety of texts read aloud.

- *ask and respond to questions about unknown words in a text.*

BrainPOP **Context Clues**
K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- understand that authors tell stories through words and illustrators tell stories with pictures.

- BrainPOP Jr. Dr. Seuss

- BrainPOP Jr. Cynthia Rylant

- BrainPOP Jr. Dr. Seuss

- BrainPOP Jr. Ezra Jack Keats

- BrainPOP Jr. Jon Scieszka

- BrainPOP Jr. Make Predictions
BrainPOP Jr. Book Reports


Grade K

Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

describe the relationship between illustration and the story (e.g., what moment in the story does the illustration depict).

BrainPOP Jr. Sequence

link knowledge from their own experiences to make sense of and talk about a text.

BrainPOP Jr. Plot

BrainPOP Jr. Character

BrainPOP Main Idea


Grade K

Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.
questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- **BrainPOP Jr.** Book Reports
- **BrainPOP Jr.** Main Idea
- **BrainPOP Getting Help**
- **BrainPOP Main Idea**


Grade K: Reading

- **K.9** The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- retell a story from pictures or text in their own words, arranging the events in the correct sequence (beginning, middle, and end).

- **BrainPOP Jr.** Sequence
- **BrainPOP Jr.** Book Reports
- **BrainPOP Jr.** Plot


Grade K: Reading

- **K.9** The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

- use words to sequence events (e.g., before, after, and next).
• BrainPOP Jr. Sequence

• BrainPOP Writing In Sequence

Grade K ➔ Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

use descriptive language to talk about characters, settings, and events of a story.

• BrainPOP Jr. Character

• BrainPOP Jr. Make Predictions

8 more resources

• BrainPOP Book Report

• BrainPOP Roald Dahl

Grade K ➔ Reading

K.9 The student will demonstrate comprehension of fictional texts. a) Identify what an author does and what an illustrator does. b) Relate previous experiences to what is read. c) Use pictures to make predictions. d) Begin to ask and answer questions about what is read. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.

recognize various types of fictional texts (e.g., storybooks, poems).

• BrainPOP Jr. Dr. Seuss

• BrainPOP Jr. Choosing a Book

4 more resources
BrainPOP Poetry

BrainPOP Roald Dahl

Grade K Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

make ongoing predictions based on graphics and text.

BrainPOP Jr. Make Predictions

BrainPOP Jr. Make Inferences

Grade K Reading

K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

relate pictures and illustrations to the text in which they appear.

BrainPOP Jr. Reading Nonfiction

BrainPOP Jr. Choosing a Book

BrainPOP Jr. Make Inferences

BrainPOP Jr. Sequence

BrainPOP Jr. Setting
K.10 The student will demonstrate comprehension of nonfiction texts. 
a) Use pictures to identify topic and make predictions. 
b) Identify text features specific to the topic, such as titles, headings, and pictures.

link knowledge from their own experiences to make sense of and talk about a text.

- BrainPOP Jr. Make Inferences
- BrainPOP Jr. Sequence
- BrainPOP Main Idea

Grade K Reading

K.10 The student will demonstrate comprehension of nonfiction texts. 
a) Use pictures to identify topic and make predictions. 
b) Identify text features specific to the topic, such as titles, headings, and pictures.

identify the topic of a nonfiction selection.

- BrainPOP Jr. Main Idea
- BrainPOP Jr. Make Inferences
- BrainPOP Main Idea
- BrainPOP Reading a Newspaper
- BrainPOP Book Report

Grade K Reading

K.10 The student will demonstrate comprehension of nonfiction texts. 
a) Use pictures to identify topic and make predictions. 
b) Identify text features specific to the topic, such as titles, headings, and pictures.

ask and respond to simple questions about the content of a book.

- BrainPOP Jr. Main Idea
BrainPOP Jr. Make Inferences

BrainPOP Main Idea

**Virginia Curriculum Framework > English (2010)**

Grade K  ➔ Reading

- **K.10** The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

  - *discuss simple facts and information relevant to the topic.*

BrainPOP Jr. Main Idea

BrainPOP Make Inferences

BrainPOP Jr. Sequence

BrainPOP Reading Nonfiction

BrainPOP Book Report

**Virginia Curriculum Framework > English (2010)**

Grade K  ➔ Reading

- **K.10** The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

  - *identify text features including titles, headings and pictures in text.*

BrainPOP Jr. Reading Nonfiction

**Virginia Curriculum Framework > English (2010)**

Grade K  ➔ Reading
K.10 The student will demonstrate comprehension of nonfiction texts. a) Use pictures to identify topic and make predictions. b) Identify text features specific to the topic, such as titles, headings, and pictures.

- identify the author and illustrator of a text and define the role of each in presenting the ideas or information.

- BrainPOP Jr. Cynthia Rylant


Grade K Writing

- K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.

- understand that there are correct ways to write the manuscript letters of the alphabet.

- BrainPOP Jr. Capital and Lowercase


Grade K Writing

- K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.

- understand that their written name provides identification.

- BrainPOP Jr. Capital and Lowercase

- BrainPOP Jr. Nouns


Grade K Writing

- K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.

- use manuscript letter formation.

- BrainPOP Jr. Capital and Lowercase

Grade K

Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.

- BrainPOP Jr. Capital and Lowercase


Grade K

Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.

- write their first and last names for a variety of purposes.

- BrainPOP Jr. Capital and Lowercase

- BrainPOP Jr. Nouns


Grade K

Writing

K.11 The student will print in manuscript. a) Print uppercase and lowercase letters of the alphabet independently. b) Print his/her first and last names.

- capitalize the first word in a sentence and the pronoun I.

- BrainPOP Jr. Capital and Lowercase

- BrainPOP Jr. Nouns

3 more resources
• BrainPOP Nouns


Grade K  ➤ Writing

K.12 The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing, pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

understand that their writing serves a variety of purposes.

• BrainPOP Jr. Biography

• BrainPOP Jr. Book Reports

7 more resources

• BrainPOP Types of Writing

• BrainPOP Book Report

• BrainPOP Prewriting: Choosing a Topic


Grade K  ➤ Writing

K.12 The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing, pictures and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing).

• BrainPOP Prewriting: Choosing a Topic


Grade K  ➤ Writing
The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing, and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

- BrainPOP *Imagination*

- BrainPOP *Prewriting: Choosing a Topic*

- BrainPOP *Book Report*

**Virginia Curriculum Framework > English (2010)**

**Grade K**

- Writing

- **K.12** The student will write to communicate ideas for a variety of purposes. a) Differentiate pictures from writing, and/or use letters and phonetically spelled words to write about experiences. c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. d) Write left to right and top to bottom.

- **write on assigned and/or self-selected topics.**

- BrainPOP *Types of Writing*

- BrainPOP Jr. *Writing with the Senses*

- BrainPOP *Types of Writing*
Virginia Standards of Learning > Mathematics (2016)

Grade K Number and Number Sense

- K.1 The student will
  - a) tell how many are in a given set of 20 or fewer objects by counting orally; and

  - BrainPOP Jr. Adding and Subtracting Tens

  - GameUp Jelly Bean

Virginia Standards of Learning > Mathematics (2016)

Grade K Number and Number Sense

- K.1 The student will
  - b) read, write, and represent numbers from 0 through 20.

  - BrainPOP Jr. One Hundred

  - BrainPOP Jr. Place Value

- 5 more resources

  - GameUp Treefrog Treasure

Virginia Standards of Learning > Mathematics (2016)

Grade K Number and Number Sense

- K.2 The student, given no more than three sets, each set containing 10 or fewer concrete objects, will

  - a) compare and describe one set as having more, fewer, or the same number of objects as the other set(s); and

  - BrainPOP Jr. One Hundred

  - BrainPOP Jr. Comparing Numbers
Virginia Standards of Learning > Mathematics (2016)

Grade K

Number and Number Sense

K.2 The student, given no more than three sets, each set containing 10 or fewer concrete objects, will

b) compare and order sets from least to greatest and greatest to least.

• BrainPOP Jr. One Hundred

• BrainPOP Jr. Comparing Numbers

6 more resources

GameUp Jelly Bean

Virginia Standards of Learning > Mathematics (2016)

Grade K

Number and Number Sense

K.3 The student will

a) count forward orally by ones from 0 to 100;

• BrainPOP Jr. One Hundred

• BrainPOP Jr. Counting On

• BrainPOP Jr. Place Value

GameUp Jelly Bean
K.3 The student will

b) count backward orally by ones when given any number between 1 and 10;

- BrainPOP Jr. Basic Subtraction
- BrainPOP Jr. One Hundred

K.3 The student will

c) identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10; and

- BrainPOP Jr. Adding and Subtracting Tens

K.3 The student will

d) count forward by tens to determine the total number of objects to 100.

- BrainPOP Jr. Adding and Subtracting Tens
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Place Value
- BrainPOP Jr. Basic Adding
- BrainPOP Jr. Counting On
K.5 The student will investigate fractions by representing and solving practical problems involving equal sharing with two sharers.

- BrainPOP Jr. Time to the Quarter and Half Hour
- BrainPOP Jr. Mixed Numbers

3 more resources

- GameUp Slice Fractions: School Edition

Virginia Standards of Learning > Mathematics (2016)

Grade K

Computation and Estimation

- K.6 The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects.

- BrainPOP Jr. Adding and Subtracting Tens
- BrainPOP Jr. Doubles

9 more resources

- BrainPOP Multiplication
- GameUp Addition Blocks
- GameUp Jelly Bean

Virginia Standards of Learning > Mathematics (2016)

Grade K

Measurement and Geometry

- K.7 The student will recognize the attributes of a penny, nickel, dime, and quarter and identify the number of pennies equivalent to a nickel, a dime, and a quarter.

- BrainPOP Jr. Dollars and Cents
Virginia Standards of Learning > Mathematics (2016)
Grade K Measurement and Geometry

K.8 The student will investigate the passage of time by reading and interpreting a calendar.

BrainPOP Jr. Calendar and Dates
BrainPOP Jr. Parts of a Clock

BrainPOP Leap Year

Virginia Standards of Learning > Mathematics (2016)
Grade K Measurement and Geometry

K.9 The student will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter).

BrainPOP Jr. Inches and Feet
BrainPOP Jr. Time to the Hour

Virginia Standards of Learning > Mathematics (2016)
Grade K Measurement and Geometry

K.10 The student will

a) identify and describe plane figures (circle, triangle, square, and rectangle);
• BrainPOP Jr. Plane Shapes

• BrainPOP Jr. Congruent and Similar Shapes

• BrainPOP Polygons

• BrainPOP Types of Triangles

Virginia Standards of Learning > Mathematics (2016)

Grade K

Measurement and Geometry

K.10 The student will

b) compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and

c) describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.
K.11 The student will

a) collect, organize, and represent data; and

- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Combinations
- BrainPOP Jr. Line Graphs
- BrainPOP Jr. Basic Probability

b) read and interpret data in object graphs, picture graphs, and tables.

- BrainPOP Jr. Pictographs
- BrainPOP Jr. Tally Charts and Bar Graphs

K.12 The student will sort and classify objects according to one attribute.

- BrainPOP Jr. Plane Shapes
K.13 The student will identify, describe, extend, create, and transfer repeating patterns.

- BrainPOP Jr. Patterns

Virginia Standards of Learning > Mathematics (2009)
Grade K Number and Number Sense

K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

- GameUp Jelly Bean

Virginia Standards of Learning > Mathematics (2009)
Grade K Number and Number Sense

K.2 The student, given a set containing 15 or fewer concrete objects, will

a) tell how many are in the set by counting the number of objects orally;

- BrainPOP Jr. Adding and Subtracting Tens

- GameUp Jelly Bean

Virginia Standards of Learning > Mathematics (2009)
Grade K Number and Number Sense

K.2 The student, given a set containing 15 or fewer concrete objects, will

b) write the numeral to tell how many are in the set; and

- GameUp Jelly Bean

Virginia Standards of Learning > Mathematics (2009)
Grade K Number and Number Sense
K.2 The student, given a set containing 15 or fewer concrete objects, will
c) select the corresponding numeral from a given set of numerals.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Comparing Numbers
- BrainPOP Jr. Even and Odd
- BrainPOP Jr. Place Value
- BrainPOP Jr. Time to the Hour

Virginia Standards of Learning > Mathematics (2009)
Grade K Number and Number Sense
K.4 The student will
a) count forward to 100 and backward from 10;

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Basic Subtraction

2 more resources

- GameUp Jelly Bean

Virginia Standards of Learning > Mathematics (2009)
Grade K Number and Number Sense
K.4 The student will
b) identify one more than a number and one less than a number; and

- BrainPOP Jr. Adding and Subtracting Tens

Virginia Standards of Learning > Mathematics (2009)
Number and Number Sense

K.4 The student will

c) count by fives and tens to 100.

- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Place Value

4 more resources

Number and Number Sense

K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

- BrainPOP Jr. Basic Parts of a Whole
- BrainPOP Jr. Time to the Quarter and Half Hour

3 more resources

Computation and Estimation

K.6 The student will model adding and subtracting whole numbers, using up to 10 concrete objects.

- BrainPOP Jr. Adding and Subtracting Tens
- BrainPOP Jr. Doubles

8 more resources
• BrainPOP Multiplication

• GameUp Addition Blocks

• GameUp Jelly Bean

Virginia Standards of Learning > Mathematics (2009)
Grade K Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

• BrainPOP Jr. Counting Coins

• BrainPOP Jr. Dollars and Cents

• BrainPOP Jr. One Hundred

• BrainPOP Jr. Equivalent Coins

• BrainPOP Jr. Making Change Under a Dollar

Virginia Standards of Learning > Mathematics (2009)
Grade K Measurement

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

• BrainPOP Jr. Parts of a Clock

• BrainPOP Jr. Calendar and Dates

9 more resources

• BrainPOP Daylight Saving Time
Grade K  ➤ Measurement

K.9 *The student will tell time to the hour, using analog and digital clocks.*

- BrainPOP Jr. [Parts of a Clock](#)
- BrainPOP Jr. [Time to the Hour](#)

2 more resources

- BrainPOP [Daylight Saving Time](#)

Virginia Standards of Learning > Mathematics (2009)

Grade K  ➤ Measurement

K.10 *The student will compare two objects or events, using direct comparisons or nonstandard units of measure to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, building block.*

- BrainPOP Jr. [Inches and Feet](#)
- BrainPOP Jr. [Ounces, Pounds, and Tons](#)

3 more resources

- BrainPOP [Customary Units](#)
- BrainPOP [Metric Units](#)

Virginia Standards of Learning > Mathematics (2009)

Grade K  ➤ Geometry

K.11 *The student will*

a) *identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and*

- BrainPOP Jr. [Plane Shapes](#)
Virginia Standards of Learning > Mathematics (2009)

Grade K

Geometry

K.11 The student will

b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

Virginia Standards of Learning > Mathematics (2009)

Grade K

Geometry

K.12 The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.
Grade K  Probability and Statistics

K.13 The student will gather data by counting and tallying.

- BrainPOP Jr. Pictographs
- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Basic Probability

Virginia  Standards of Learning > Mathematics (2009)

Grade K  Probability and Statistics

K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

- BrainPOP Jr. Pictographs
- BrainPOP Jr. Tally Charts and Bar Graphs

Virginia  Standards of Learning > Mathematics (2009)

Grade K  Patterns, Functions, and Algebra

K.15 The student will sort and classify objects according to attributes.

- BrainPOP Jr. Plane Shapes
- BrainPOP Polygons

Virginia  Standards of Learning > Mathematics (2009)

Grade K  Patterns, Functions, and Algebra

K.16 The student will identify, describe, and extend repeating patterns.

- BrainPOP Jr. Patterns
Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

Understand how quantities relate to each other, which leads to an understanding of how numbers are related to each other.

- BrainPOP Jr. Place Value
- BrainPOP Jr. Arrays
- BrainPOP Jr. Making Change Under a Dollar

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

Match each member of one set with each member of another set, using the concept of one-to-one correspondence to compare the number of members between sets, where each set contains 10 or fewer objects.

- GameUp Jelly Bean

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

Compare and describe two sets of 10 or fewer objects, using the terms more, fewer, and the same.

- BrainPOP Jr. Comparing Numbers

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense
K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

Given a set of objects, construct a second set which has more, fewer or the same number of objects.

- GameUp Jelly Bean

Virginia Curriculum Framework > Mathematics (2009)

Grade K Number and Number Sense

K.2 The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals.

Read and write numerals from 0 through 15.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Place Value
- BrainPOP Jr. Time to the Hour
- BrainPOP Jr. Calendar and Dates

Virginia Curriculum Framework > Mathematics (2009)

Grade K Number and Number Sense

K.2 The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals.

Understand that the total number of objects can be found by counting.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Arrays

+ 6 more resources

- GameUp Jelly Bean
K.2 The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals.

- Understand that the last counted number describes the total amount in the set.

- BrainPOP Jr. Arrays

- GameUp Jelly Bean

- Identify written numerals from 0 through 15 represented in random order.

- BrainPOP Jr. One Hundred

- BrainPOP Jr. Place Value

- BrainPOP Jr. Time to the Hour

- BrainPOP Jr. Comparing Numbers
Virginia Curriculum Framework > Mathematics (2009)
Grade K Number and Number Sense

K.2 The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals.

Select the numeral from a given set of numerals that corresponds to a set of 15 or fewer concrete objects.

GameUp Jelly Bean

Virginia Curriculum Framework > Mathematics (2009)
Grade K Number and Number Sense

K.2 The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals.

Write the numerals from 0 through 15.

BrainPOP Jr. Calendar and Dates

BrainPOP Jr. One Hundred

BrainPOP Jr. Place Value

BrainPOP Jr. Time to the Hour

Virginia Curriculum Framework > Mathematics (2009)
Grade K Number and Number Sense

K.2 The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals.

Write a numeral that corresponds to a set of 15 or fewer concrete objects.
• GameUp Jelly Bean

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Use the correct oral counting sequence in both forward and backward counting situations.

• BrainPOP Jr. One Hundred

• BrainPOP Jr. Counting On

+ 2 more resources

• GameUp Jelly Bean

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Understand that skip counting can be used to count a collection of objects.

• BrainPOP Jr. Adding and Subtracting Tens

• BrainPOP Jr. Making Equal Groups

• BrainPOP Jr. Making Change Under a Dollar

• BrainPOP Jr. Time to the Minute
K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Describe patterns in skip counting and use those patterns to predict the next number or numbers in the skip counting sequence.

- BrainPOP Jr. Even and Odd
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Adding and Subtracting Tens
- BrainPOP Jr. Making Change Under a Dollar
- BrainPOP Jr. Time to the Minute
• GameUp Jelly Bean

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Count backward from 10 to 0.

• BrainPOP Jr. Basic Subtraction

• BrainPOP Jr. One Hundred

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Recognize the relationship of one more than and one less than a number using objects (i.e., five and one more is six; and one less than ten is nine).

• BrainPOP Jr. Adding and Subtracting Tens

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Group 100 or fewer objects together into sets of fives or tens and then count them by fives or by tens.

• BrainPOP Jr. Adding and Subtracting Tens
Grade K  
Number and Number Sense 

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Investigate and recognize the pattern of counting by fives to 100, using a variety of tools.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Time to the Minute

Virginia Curriculum Framework > Mathematics (2009)

Grade K  
Number and Number Sense 

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Investigate and recognize the pattern of counting by tens to 100, using a variety of tools.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Adding and Subtracting Tens

Virginia Curriculum Framework > Mathematics (2009)

Grade K  
Number and Number Sense 

K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

Understand that fractional parts are equal shares of a whole region or a whole set.

- BrainPOP Jr. Dividing with Remainders
- BrainPOP Jr. Equivalent Fractions

GameUp Slice Fractions: School Edition

2 more resources
Grade K  ➤ Number and Number Sense

➤ **K.5** The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

➤ *Understand that the fraction name (half, fourth) tells the number of equal parts in the whole.*

- **BrainPOP Jr.** [Equivalent Fractions](#)
- **BrainPOP Jr.** [Mixed Numbers](#)
- **BrainPOP Jr.** [More Fractions](#)

- **GameUp** [Slice Fractions: School Edition](#)

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**Virginia Curriculum Framework > Mathematics (2009)**

Grade K  ➤ Number and Number Sense

➤ **K.5** The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

➤ *Understand that the fraction name (half, fourth) of the set model is a subset of the whole set with equal numbers.*

- **BrainPOP Jr.** [Mixed Numbers](#)

- **GameUp** [Slice Fractions: School Edition](#)

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**Virginia Curriculum Framework > Mathematics (2009)**

Grade K  ➤ Number and Number Sense

➤ **K.5** The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

➤ *Recognize fractions as representing parts of equal size of a whole.*

- **BrainPOP Jr.** [Equivalent Fractions](#)
- **BrainPOP Jr.** [Mixed Numbers](#)
- **BrainPOP Jr.** [More Fractions](#)
• GameUp Slice Fractions: School Edition

Virginia Curriculum Framework > Mathematics (2009)
Grade K
Number and Number Sense

K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

Given a region, identify half and/or a fourth of the region.

• BrainPOP Jr. Basic Parts of a Whole
• BrainPOP Jr. Equivalent Fractions

2 more resources

• GameUp Pearl Diver
• GameUp Slice Fractions: School Edition
• GameUp Treefrog Treasure

Virginia Curriculum Framework > Mathematics (2009)
Grade K
Number and Number Sense

K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

Given a set, identify half and/or a fourth of the set.

• BrainPOP Jr. Equivalent Fractions
• BrainPOP Jr. Mixed Numbers
• BrainPOP Jr. More Fractions

• GameUp Pearl Diver
• GameUp Slice Fractions: School Edition
Grade K

**Computation and Estimation**

**K.6** The student will model adding and subtracting whole numbers, using up to 10 concrete objects.

*Understand that addition means putting things together and that subtraction is the inverse of addition and means to separate things out.*

- BrainPOP Jr. [Basic Adding](#)
- BrainPOP Jr. [Basic Subtraction](#)

+ 11 more resources

- BrainPOP [Division](#)
- BrainPOP [Multiplication](#)

- GameUp [Addition Blocks](#)

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**Virginia Curriculum Framework > Mathematics (2009)**

**Grade K**

**Computation and Estimation**

**K.6** The student will model adding and subtracting whole numbers, using up to 10 concrete objects.

*Combine two sets with known quantities in each set, and count the combined set using up to 10 concrete objects to determine the sum, where the sum is not greater than 10.*

- BrainPOP Jr. [Arrays](#)
- BrainPOP Jr. [Solving Word Problems](#)
- BrainPOP Jr. [Adding and Subtracting Tens](#)

- GameUp [Addition Blocks](#)
- GameUp [Jelly Bean](#)
Virginia Curriculum Framework > Mathematics (2009)

Grade K

Computation and Estimation

K.6 The student will model adding and subtracting whole numbers, using up to 10 concrete objects.

- Given a set of 10 or fewer concrete objects, remove, take away, or separate part of the set and determine the result.

- BrainPOP Jr. Solving Word Problems
- BrainPOP Jr. Adding and Subtracting Tens
- GameUp Jelly Bean

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

- Develop common referents for identifying pennies, nickels, dimes, and quarters.

- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Equivalent Coins
- BrainPOP Jr. Making Change Under a Dollar

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

- Understand the value of a collection of coins whose value is 10 cents or less.
Virginia Curriculum Framework > Mathematics (2009)

Grade K Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

Describe the properties/characteristics (e.g., color, relative size) of a penny, nickel, dime, and quarter.

BrainPOP Jr. Counting Coins

BrainPOP Jr. Dollars and Cents

BrainPOP Jr. One Hundred

BrainPOP Jr. Making Change Under a Dollar

BrainPOP Jr. Equivalent Coins

Virginia Curriculum Framework > Mathematics (2009)

Grade K Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

Identify a penny, nickel, dime, and quarter.

BrainPOP Jr. Counting Coins

BrainPOP Jr. Dollars and Cents

BrainPOP Jr. One Hundred

BrainPOP Jr. Equivalent Coins

BrainPOP Jr. Making Change Under a Dollar
Virginia Curriculum Framework > Mathematics (2009)

Grade K

Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

- Identify that a nickel is the same value as five pennies.

- BrainPOP Jr. Dollars and Cents
- BrainPOP Jr. Equivalent Coins
- BrainPOP Jr. Making Change Under a Dollar

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

- Count a randomly placed collection of pennies and/or nickels (or models of pennies and/or nickels) whose value is 10 cents or less, and determine the value of the collection.

- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Equivalent Coins
- BrainPOP Jr. Making Change Under a Dollar

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Measurement

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

- Identify an appropriate measuring tool for a given unit of measure.
The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

Identify a ruler as an instrument to measure length.

Identify different types of scales as instruments to measure weight.
K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

- Identify different types of clocks (analog and digital) as instruments to measure time.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour

2 more resources

- BrainPOP Daylight Saving Time

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

- Identify the components of a calendar, including days, months, and seasons.

- BrainPOP Jr. Calendar and Dates
- BrainPOP Jr. Parts of a Clock

- BrainPOP Leap Year

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

- Identify different types of thermometers as instruments used to measure temperature.
Virginia Curriculum Framework > Mathematics (2009)

Grade K Measurement

K.9 The student will tell time to the hour, using analog and digital clocks.

- Apply an appropriate technique, depending on the type of clock, to determine time to the nearest hour.

BrainPOP Jr. Parts of a Clock

BrainPOP Jr. Time to the Hour

2 more resources

BrainPOP Daylight Saving Time

Virginia Curriculum Framework > Mathematics (2009)

Grade K Measurement

K.9 The student will tell time to the hour, using analog and digital clocks.

Tell time on an analog clock to the hour.

- BrainPOP Jr. Parts of a Clock

- BrainPOP Jr. Time to the Hour

2 more resources

- BrainPOP Daylight Saving Time

Virginia Curriculum Framework > Mathematics (2009)

Grade K Measurement

K.9 The student will tell time to the hour, using analog and digital clocks.
Tell time on a digital clock to the hour.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour
- BrainPOP Jr. Time to the Quarter and Half Hour
- BrainPOP Daylight Saving Time

Virginia Curriculum Framework > Mathematics (2009)
Grade K Measurement

- K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.

- Compare and order objects according to their attributes.

- BrainPOP Jr. Cups, Pints, Quarts, Gallons
- BrainPOP Jr. Inches and Feet

4 more resources

- BrainPOP Customary Units
- BrainPOP Metric Units

Virginia Curriculum Framework > Mathematics (2009)
Grade K Measurement

- K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.

- Develop an understanding of measuring with nonstandard and standard units of measure.
K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

- Recognize attributes (length, height, weight, temperature) that can be measured.

Virginia Curriculum Framework > Mathematics (2009)

Grade K Measurement

K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

- Compare and describe lengths of two objects (as shorter or longer), using direct comparison or nonstandard units of measure (e.g., foot length, hand span, new pencil, paper clip, block).
Virginia Curriculum Framework > Mathematics (2009)

Grade K

- **BrainPOP Jr. **[Inches and Feet](#)

- **BrainPOP Jr. **[Temperature](#)

Virginia Curriculum Framework > Mathematics (2009)

Grade K

- **BrainPOP Jr. **[Plane Shapes](#)

- **BrainPOP Jr. **[Perimeter](#)

- **BrainPOP **[Polygons](#)

Virginia Curriculum Framework > Mathematics (2009)

Grade K

- **BrainPOP Jr. **[Plane Shapes](#)
The student will a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

Identify a circle, triangle, square, and rectangle.

Compare the size and shape of plane geometric figures by using strategies to sort and/or group and begin to refine the vocabulary used to explain their strategies.
K.11 The student will a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

Description of triangles, squares, and rectangles, including number of sides and number of angles.

- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Perimeter
- BrainPOP Polygons
- BrainPOP Types of Triangles

Describe a circle using terms such as round and curved.

- BrainPOP Jr. Plane Shapes
- BrainPOP Polygons

Trace a circle, triangle, square, and rectangle.
Virginia Curriculum Framework > Mathematics (2009)

Grade K

- Geometry

  - K.11 The student will a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

  - *Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their shape.*

- BrainPOP Jr. Plane Shapes

- BrainPOP Jr. Congruent and Similar Shapes

- BrainPOP Polygons

- BrainPOP Types of Triangles
K.12 The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.

Identify pictorial representations of a circle, triangle, square, and rectangle, regardless of their position and space.

• BrainPOP Jr. **Congruent and Similar Shapes**

• BrainPOP **Polygons**

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Virginia Curriculum Framework > Mathematics (2009)

Grade K  Probability and Statistics

K.13 The student will gather data by counting and tallying.

Pose questions and gather data.

• BrainPOP Jr. **Tally Charts and Bar Graphs**

• BrainPOP Jr. **Line Graphs**

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Virginia Curriculum Framework > Mathematics (2009)

Grade K  Probability and Statistics

K.13 The student will gather data by counting and tallying.

Understand how data are collected and presented in an organized manner by counting and tallying.

• BrainPOP Jr. **Pictographs**

• BrainPOP Jr. **Tally Charts and Bar Graphs**
Use counting and tallying to gather data on categories identified by the teacher and/or student (e.g., favorites, days of various types of weather during a given month, types of pets, types of shoes).

- BrainPOP Jr. Pictographs
- BrainPOP Jr. Tally Charts and Bar Graphs

Virginia Curriculum Framework > Mathematics (2009)
Grade K Probability and Statistics

K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

Understand that data can be represented using concrete objects, pictures, and graphs.

- BrainPOP Jr. Pictographs
- BrainPOP Jr. Tally Charts and Bar Graphs

Understand that different types of representations emphasize different things about the same data.

- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Combinations

Understand that picture graphs use pictures to show and compare information; object graphs use concrete objects to represent categorical data; and tables can be used to show an orderly arrangement of data in columns and rows.
BrainPOP Jr. Pictographs

Virginia Curriculum Framework > Mathematics (2009)

Grade K Probability and Statistics

K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

Answer questions related to the gathered data from object graphs, picture graphs, and tables.

BrainPOP Jr. Pictographs

BrainPOP Jr. Tally Charts and Bar Graphs

Virginia Curriculum Framework > Mathematics (2009)

Grade K Probability and Statistics

K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

Relate their ideas about the data to concepts such as part-part-whole and number relationships.

BrainPOP Jr. Tally Charts and Bar Graphs

Virginia Curriculum Framework > Mathematics (2009)

Grade K Probability and Statistics

K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

Display gathered data, using pictures to form a simple picture graph (e.g., a picture graph of the types of shoes students on a given day).

BrainPOP Jr. Pictographs

Virginia Curriculum Framework > Mathematics (2009)
Grade K  ▶ Probability and Statistics

▶ **K.14** The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

▶ *Display gathered data in tables, either in rows or columns.*

- BrainPOP Jr. [Tally Charts and Bar Graphs](#)

Virginia  ▶ Curriculum Framework > Mathematics (2009)

Grade K  ▶ Probability and Statistics

▶ **K.14** The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

▶ Answer questions related to the gathered data displayed in object graphs, picture graphs, and tables by:

▶ *Describing the categories of data and the data as a whole (e.g., the total number of responses) and its parts.*

- BrainPOP Jr. [Tally Charts and Bar Graphs](#)

Virginia  ▶ Curriculum Framework > Mathematics (2009)

Grade K  ▶ Probability and Statistics

▶ **K.14** The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

▶ Answer questions related to the gathered data displayed in object graphs, picture graphs, and tables by:

▶ *Identifying parts of the data that represent numerical relationships, including categories with the greatest, the least, or the same.*

- BrainPOP Jr. [Tally Charts and Bar Graphs](#)

Virginia  ▶ Curriculum Framework > Mathematics (2009)

Grade K  ▶ Patterns, Functions, and Algebra

▶ **K.15** The student will sort and classify objects according to attributes.

▶ *Understand that the same set of objects can be sorted and classified in different ways.*
Virginia Curriculum Framework > Mathematics (2009)

Grade K Patterns, Functions, and Algebra

- K.15 The student will sort and classify objects according to attributes.
  - Label attributes of a set of objects that has been sorted.

- BrainPOP Jr. Plane Shapes

Virginia Curriculum Framework > Mathematics (2009)

Grade K Patterns, Functions, and Algebra

- K.15 The student will sort and classify objects according to attributes.
  - Name multiple ways to sort a set of objects.

- BrainPOP Polygons

Virginia Curriculum Framework > Mathematics (2009)

Grade K Patterns, Functions, and Algebra

- K.16 The student will identify, describe, and extend repeating patterns.
  - Understand that patterns are a way to recognize order and organize their world and to predict what comes next in an arrangement.

- BrainPOP Jr. Even and Odd
BrainPOP Jr. Patterns

BrainPOP Jr. One Hundred

BrainPOP Jr. Adding and Subtracting Tens

2 more resources

Virginia Curriculum Framework > Mathematics (2009)

Grade K Patterns, Functions, and Algebra

K.16 The student will identify, describe, and extend repeating patterns.

Understand that the sound pattern ‘snap, clap, snap, clap’ is the same in form as the color pattern ‘red, blue, red, blue’.

BrainPOP Jr. One Hundred

BrainPOP Jr. Patterns

Virginia Curriculum Framework > Mathematics (2009)

Grade K Patterns, Functions, and Algebra

K.16 The student will identify, describe, and extend repeating patterns.

Observe and identify the basic repeating pattern (core) found in repeating patterns of common objects, sounds, and movements that occur in practical situations.

BrainPOP Jr. Patterns

Virginia Curriculum Framework > Mathematics (2009)

Grade K Patterns, Functions, and Algebra

K.16 The student will identify, describe, and extend repeating patterns.

Identify the core in a repeating pattern.

BrainPOP Jr. Patterns
Virginia Curriculum Framework > Mathematics (2009)

Grade K
- Patterns, Functions, and Algebra

- **K.16** The student will identify, describe, and extend repeating patterns.
  - *Extend a repeating pattern by adding at least two repetitions to the pattern.*

  - BrainPOP Jr. [Patterns](#)

Virginia Curriculum Framework > Mathematics (2009)

Grade K
- Patterns, Functions, and Algebra

- **K.16** The student will identify, describe, and extend repeating patterns.
  - *Create a repeating pattern.*

  - BrainPOP Jr. [Patterns](#)


Grade K
- Number and Number Sense

- **K.1** The student, given two sets containing 10 or fewer concrete items, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.
  - *Understand how quantities relate to each other, which leads to an understanding of how numbers are related to each other.*

  - BrainPOP Jr. [One Hundred](#)


Grade K
- Number and Number Sense

- **K.2** The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.
  - *Read and write numerals from 0 through 10.*

  - BrainPOP Jr. [One Hundred](#)
• BrainPOP Jr. **Place Value**

• BrainPOP Jr. **Time to the Hour**

• BrainPOP Jr. **Calendar and Dates**

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**Grade K**

- Number and Number Sense

  - K.2 The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.

  - **Understand that the total number of objects can be found by counting.**

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• BrainPOP Jr. **One Hundred**

• BrainPOP Jr. **Arrays**

• BrainPOP Jr. **Counting Coins**

• BrainPOP Jr. **Even and Odd**

• BrainPOP Jr. **Place Value**

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**Grade K**

- Number and Number Sense

  - K.2 The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.

  - **Count orally the number of items in a set containing 10 or fewer concrete items, using one-to-one correspondence, and identify the corresponding numeral.**

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• BrainPOP Jr. **One Hundred**

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**Grade K**

- Number and Number Sense
K.2 The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.

Identify written numerals from 0 through 10 presented in random order.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Place Value
- BrainPOP Jr. Time to the Hour


Grade K

Number and Number Sense

K.2 The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.

Select the numeral from a given set of numerals that corresponds to a set of 10 or fewer concrete items.

- BrainPOP Jr. Comparing Numbers
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Place Value
- BrainPOP Jr. Even and Odd

4 more resources


Grade K

Number and Number Sense

K.2 The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.

Write the numerals from 0 through 10.

- BrainPOP Jr. Calendar and Dates
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Place Value

Grade K  Number and Number Sense

K.2 The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.

Write a numeral that corresponds to a set of 10 or fewer concrete items.


Grade K  Number and Number Sense

K.4 The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.

Understand that skip counting can be used to count a collection of objects.

BrainPOP Jr. Time to the Hour

BrainPOP Jr. One Hundred

BrainPOP Jr. Place Value

BrainPOP Jr. Basic Parts of a Whole

BrainPOP Jr. Time to the Hour

BrainPOP Jr. Counting Coins

BrainPOP Jr. Dollars and Cents

BrainPOP Jr. Even and Odd

BrainPOP Jr. One Hundred

6 more resources
K.4 The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.

Describe patterns in skip counting and use those patterns to predict the next number or numbers in the skip counting sequence.

- BrainPOP Jr. **Even and Odd**
- BrainPOP Jr. **One Hundred**
- BrainPOP Jr. **Adding and Subtracting Tens**
- BrainPOP Jr. **Time to the Minute**


**Grade K**

- Number and Number Sense
  - K.4 The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.
  
  Group 30 or fewer objects together into sets of fives or tens and then count them by fives or by tens.

- BrainPOP Jr. **Counting Coins**
- BrainPOP Jr. **One Hundred**
- BrainPOP Jr. **Place Value**
- BrainPOP Jr. **Adding and Subtracting Tens**


**Grade K**

- Number and Number Sense
  - K.4 The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.

  Investigate and recognize the pattern of counting by fives and tens, using 30 or fewer concrete objects.

- BrainPOP Jr. **Even and Odd**
- BrainPOP Jr. **One Hundred**
• BrainPOP Jr. Adding and Subtracting Tens
• BrainPOP Jr. Counting Coins
• BrainPOP Jr. Time to the Minute

Grade K

Number and Number Sense

K.4 The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.

Investigate and recognize the pattern of counting by fives and tens to 30, using a calculator.

• BrainPOP Jr. Counting Coins
• BrainPOP Jr. One Hundred
• BrainPOP Jr. Time to the Minute

Grade K

Number and Number Sense

K.5 The student will count forward to 30 and backward from 10.

Use the correct oral counting sequence in both forward and backward counting situations.

• BrainPOP Jr. One Hundred
• BrainPOP Jr. Counting On
• BrainPOP Jr. Time to the Minute

• GameUp Jelly Bean
K.5 The student will count forward to 30 and backward from 10.

Count forward from 1 to 30.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Counting On
- BrainPOP Jr. Time to the Minute
- GameUp Jelly Bean

Grade K
- Number and Number Sense

K.5 The student will count forward to 30 and backward from 10.

Count backward from 10 to 1.

- BrainPOP Jr. One Hundred

Grade K
- Computation and Estimation

K.6 The student will add and subtract whole numbers, using up to 10 concrete items.

Understand that addition joins items together and that subtraction separates items out.

- BrainPOP Jr. Doubles
- BrainPOP Jr. Adding and Subtracting Tens

3 more resources

- GameUp Addition Blocks
Grade K  ➤ Computation and Estimation

➤ **K.6** The student will add and subtract whole numbers, using up to 10 concrete items.

➤ *Combine two sets with known quantities in each set, and count the combined set to determine the sum, where the sum is not greater than 10 concrete items.*

• BrainPOP Jr. [Basic Adding](#)

• BrainPOP Jr. [One Hundred](#)

2 more resources

• GameUp [Addition Blocks](#)


Grade K  ➤ Computation and Estimation

➤ **K.6** The student will add and subtract whole numbers, using up to 10 concrete items.

➤ *Remove, “take away,” or separate part of a set from a given set to determine the result of subtraction.*

• BrainPOP Jr. [Basic Subtraction](#)

• BrainPOP Jr. [Solving Word Problems](#)

• BrainPOP Jr. [Subtracting With Regrouping](#)

• BrainPOP Jr. [Adding and Subtracting Tens](#)


Grade K  ➤ Measurement

➤ **K.7** The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

➤ *Develop common referents for identifying pennies, nickels, dimes, and quarters.*

• BrainPOP Jr. [Counting Coins](#)

Grade K Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

Understand the value of a collection of coins whose value is 10 cents or less.

- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Equivalent Coins
- BrainPOP Jr. Making Change Under a Dollar


Grade K Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

Describe the properties/characteristics (e.g., color, relative size) of a penny, nickel, dime, and quarter.

- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Equivalent Coins
- BrainPOP Jr. *Making Change Under a Dollar*


Grade K  Measurement

- K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

  - *Identify a penny, nickel, dime, and quarter.*

- BrainPOP Jr. *Counting Coins*

- BrainPOP Jr. *Dollars and Cents*

- BrainPOP Jr. *One Hundred*

- BrainPOP Jr. *Equivalent Coins*

- BrainPOP Jr. *Making Change Under a Dollar*
Grade K  Measurement

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

Identify an appropriate measuring tool for a given unit of measure.

- BrainPOP Jr. Centimeters, Meters, Kilometers
- BrainPOP Jr. Inches and Feet

8 more resources

- BrainPOP Customary Units
- BrainPOP Metric Units


Grade K  Measurement

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

Identify a ruler as an instrument to measure length.

- BrainPOP Jr. Centimeters, Meters, Kilometers
- BrainPOP Jr. Inches and Feet
- BrainPOP Jr. Perimeter


Grade K  Measurement

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

Identify different types of scales as instruments to measure weight.

- BrainPOP Jr. Ounces, Pounds, and Tons
BrainPOP Jr. **Grams and Kilograms**


Grade K  Measurement

- **K.8** The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

- Identify different types of clocks (analog and digital) as instruments to measure time.

- **BrainPOP Jr.** [Parts of a Clock](#)

- **BrainPOP Jr.** [Time to the Hour](#)

- **BrainPOP Jr.** [Time to the Minute](#)

- **BrainPOP Jr.** [Time to the Quarter and Half Hour](#)


Grade K  Measurement

- **K.8** The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

- Identify the components of a calendar, including days, months, and seasons.

- **BrainPOP Jr.** [Calendar and Dates](#)

- **BrainPOP Jr.** [Parts of a Clock](#)

- **BrainPOP** [Leap Year](#)
Identify different types of thermometers as instruments used to measure temperature.

- BrainPOP Jr. Temperature


Grade K Measurement

- K.9 The student will tell time to the hour, using an analog or digital clock.

  Apply an appropriate technique, depending on the type of clock, to determine time to the nearest hour.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour

+ 2 more resources

- BrainPOP Daylight Saving Time


Grade K Measurement

- K.9 The student will tell time to the hour, using an analog or digital clock.

  Tell time on an analog clock to the hour.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour

+ 2 more resources

- BrainPOP Daylight Saving Time
K.9 The student will tell time to the hour, using an analog or digital clock.

Tell time on a digital clock to the hour.

- BrainPOP Jr. *Parts of a Clock*
- BrainPOP Jr. *Time to the Hour*
- BrainPOP Jr. *Time to the Quarter and Half Hour*
- BrainPOP *Daylight Saving Time*


Grade K Measurement

K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

Compare and order objects according to their attributes.

- BrainPOP Jr. *Inches and Feet*
- BrainPOP Jr. *Ounces, Pounds, and Tons*

3 more resources

- BrainPOP *Customary Units*
- BrainPOP *Metric Units*


Grade K Measurement

K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

Develop an understanding of measuring with nonstandard and standard units of measure.
Grade K Measurement

**K.10** The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

- **BrainPOP Jr.** Inches and Feet
- **BrainPOP Jr.** Time to the Hour
- **BrainPOP** Customary Units
- **BrainPOP** Metric Units

Compare and describe heights of two objects (as taller or shorter), using direct comparison or nonstandard units of measure (e.g., book, hand span, new pencil, paper clip, block).

Grade K  Measurement

**K.10** The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

- *BrainPOP* [Customary Units](#)


Grade K  Measurement

- *BrainPOP Jr.* [Temperature](#)


Grade K  Geometry

- *BrainPOP Jr.* [Plane Shapes](#)

- *BrainPOP* [Polygons](#)
K.11 The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).

* Develop an understanding of the shapes of geometric figures by using various methods.*

- BrainPOP Jr. [Congruent and Similar Shapes](#)
- BrainPOP Jr. [Solid Shapes](#)
- BrainPOP [Polygons](#)

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Grade K Geometry

K.11 The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).

* Identify a circle, triangle, square, and rectangle.*

- BrainPOP Jr. [Plane Shapes](#)
- BrainPOP Jr. [Congruent and Similar Shapes](#)
- BrainPOP [Polygons](#)
- BrainPOP [Types of Triangles](#)

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Grade K Geometry

K.11 The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).

* Describe the properties of triangles, squares, and rectangles, including number of sides and number of corners.*

- BrainPOP Jr. [Plane Shapes](#)
• BrainPOP Polygons
• BrainPOP Types of Triangles


Grade K  Geometry

K.11 The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).

Describe a circle.

• BrainPOP Jr. Plane Shapes


Grade K  Geometry

K.12 The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space.

Identify pictorial representations of a circle, triangle, square, and rectangle, regardless of their position and orientation in space.

• BrainPOP Jr. Congruent and Similar Shapes
• BrainPOP Jr. Plane Shapes

• BrainPOP Polygons


Grade K  Geometry

K.13 The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

Develop strategies to sort and/or group plane geometric figures and begin to refine the vocabulary used to explain strategies.

Grade K  ➤ Geometry

➤ K.13 The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

➤ Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their relative sizes (larger, smaller).

• BrainPOP Jr. Plane Shapes

• BrainPOP Polygons

• BrainPOP Types of Triangles
BrainPOP Types of Triangles

Grade K Probability and Statistics
K.14 The student will gather data relating to familiar experiences by counting and tallying.
Pose questions and gather data about themselves and their surroundings.

BrainPOP Jr. Tally Charts and Bar Graphs
BrainPOP Jr. Line Graphs

Grade K Probability and Statistics
K.14 The student will gather data relating to familiar experiences by counting and tallying.
Understand how data are collected and presented in an organized manner by counting and tallying.

BrainPOP Jr. Pictographs
BrainPOP Jr. Tally Charts and Bar Graphs
BrainPOP Jr. Basic Probability
BrainPOP Jr. Line Graphs

Grade K Probability and Statistics
K.14 The student will gather data relating to familiar experiences by counting and tallying.
Gather data on given categories by counting and tallying (e.g., favorites, number of days of various types of weather during a given month, types of pets, types of shoes).

BrainPOP Jr. Pictographs
BrainPOP Jr. Tally Charts and Bar Graphs

Grade K

Probability and Statistics

K.15 The student will display objects and information, using object graphs, pictorial graphs and tables.

Understand that data can be represented using concrete objects, pictures, and graphs.

BrainPOP Jr. Tally Charts and Bar Graphs

BrainPOP Jr. Pictographs

BrainPOP Jr. Basic Probability

BrainPOP Jr. Tally Charts and Bar Graphs

BrainPOP Jr. Pictographs

BrainPOP Jr. Basic Probability
K.15 The student will display objects and information, using object graphs, pictorial graphs and tables.

- Display data, using pictorial representations of the data to form a simple pictorial graph (e.g., a picture graph of shoes worn by students on a given day).

- BrainPOP Jr. Pictographs

K.15 The student will display objects and information, using object graphs, pictorial graphs and tables.

- Display information in tables, either in rows or columns (e.g., a table showing the number of bunnies in one column and the number of ears the bunnies have in another, or a table showing the time schedule for classroom activities).

- BrainPOP Jr. Tally Charts and Bar Graphs

K.16 The student will investigate and describe the results of dropping a two-colored counter or using a multi-colored spinner.

- Develop an understanding of chance (likelihood of an event) through informal investigations with spinners and multi-colored counters.

- BrainPOP Jr. Basic Probability

- BrainPOP Jr. Probability
K.16 The student will investigate and describe the results of dropping a two-colored counter or using a multicolored spinner.

Conduct investigations of probability through hands-on activities such as dropping a two-colored counter or using a multicolored spinner.

- BrainPOP Jr. Basic Probability

Grade K - Probability and Statistics

K.16 The student will investigate and describe the results of dropping a two-colored counter or using a multicolored spinner.

Describe verbally, pictorially, and/or with tally marks the outcome of dropping a two-colored counter or using a multicolored spinner (e.g., the number of times the red side of the counter landed up compared to the number the counter was dropped).

- BrainPOP Jr. Basic Probability

Grade K - Patterns, Functions, and Algebra

K.17 The student will sort and classify objects according to similar attributes (size, shape, and color).

Sort objects into appropriate groups (categories) based on one attribute, such as size, shape, or color.

- BrainPOP Jr. Plane Shapes

Grade K - Patterns, Functions, and Algebra

K.18 The student will identify, describe, and extend a repeating relationship (pattern) found in common objects and movements.

Understand that patterns are a way to recognize order and organize their world and to predict what comes next in an arrangement.

- BrainPOP Jr. Patterns

Grade K

Patterns, Functions, and Algebra

K.18 The student will identify, describe, and extend a repeating relationship (pattern) found in common objects and movements.

- Describe the basic repeating pattern found in a repeating pattern, where there are four or fewer elements in the repeating pattern.

• BrainPOP Jr. Patterns

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Patterns, Functions, and Algebra

K.18 The student will identify, describe, and extend a repeating relationship (pattern) found in common objects and movements.

- Extend a repeating pattern by adding at least two repetitions to the pattern.

• BrainPOP Jr. Patterns

Search Results

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Write the numerals from 0 through 15.

• BrainPOP Jr. Calendar and Dates
• BrainPOP Jr. One Hundred

• BrainPOP Jr. Place Value

• BrainPOP Jr. Time to the Hour

Virginia Curriculum Framework > Mathematics (2009)
Grade K

Write a numeral that corresponds to a set of 15 or fewer concrete objects.

• GameUp Jelly Bean

Virginia Curriculum Framework > Mathematics (2009)
Grade K

Use the correct oral counting sequence in both forward and backward counting situations.

• BrainPOP Jr. One Hundred

• BrainPOP Jr. Counting On

2 more resources

• GameUp Jelly Bean

Virginia Curriculum Framework > Mathematics (2009)
Grade K

Understand that skip counting can be used to count a collection of objects.

• BrainPOP Jr. Adding and Subtracting Tens

• BrainPOP Jr. Making Equal Groups

• BrainPOP Jr. Making Change Under a Dollar

• BrainPOP Jr. Time to the Minute
Describe patterns in skip counting and use those patterns to predict the next number or numbers in the skip counting sequence.

- BrainPOP Jr. Even and Odd
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Adding and Subtracting Tens
- BrainPOP Jr. Making Change Under a Dollar
- BrainPOP Jr. Time to the Minute

Understand that numeric relationships include one more than, one less than, two more than, two less than, etc.

- BrainPOP Jr. Adding and Subtracting Tens
- BrainPOP Jr. Making Change Under a Dollar

Count forward from 0 to 100.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Counting On
- BrainPOP Jr. Place Value
- GameUp Jelly Bean
Grade K

Count backward from 10 to 0.

- BrainPOP Jr. Basic Subtraction
- BrainPOP Jr. One Hundred

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Recognize the relationship of one more than and one less than a number using objects (i.e., five and one more is six; and one less than ten is nine).

- BrainPOP Jr. Adding and Subtracting Tens

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Group 100 or fewer objects together into sets of fives or tens and then count them by fives or by tens.

- BrainPOP Jr. Adding and Subtracting Tens

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Investigate and recognize the pattern of counting by fives to 100, using a variety of tools.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Time to the Minute

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Investigate and recognize the pattern of counting by tens to 100, using a variety of tools.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Adding and Subtracting Tens
Understand that fractional parts are equal shares of a whole region or a whole set.

- BrainPOP Jr. Dividing with Remainders
- BrainPOP Jr. Equivalent Fractions

2 more resources

- GameUp Slice Fractions: School Edition

Understand that the fraction name (half, fourth) tells the number of equal parts in the whole.

- BrainPOP Jr. Equivalent Fractions
- BrainPOP Jr. Mixed Numbers
- BrainPOP Jr. More Fractions

- GameUp Slice Fractions: School Edition

Understand that the fraction name (half, fourth) of the set model is a subset of the whole set with equal numbers.

- BrainPOP Jr. Mixed Numbers

- GameUp Slice Fractions: School Edition
Recognize fractions as representing parts of equal size of a whole.

- BrainPOP Jr. Equivalent Fractions
- BrainPOP Jr. Mixed Numbers
- BrainPOP Jr. More Fractions
- GameUp Slice Fractions: School Edition

Given a region, identify half and/or a fourth of the region.

- BrainPOP Jr. Basic Parts of a Whole
- BrainPOP Jr. Equivalent Fractions
- 2 more resources

- GameUp Pearl Diver
- GameUp Slice Fractions: School Edition
- GameUp Treefrog Treasure

Given a set, identify half and/or a fourth of the set.

- BrainPOP Jr. Equivalent Fractions
- BrainPOP Jr. Mixed Numbers
- BrainPOP Jr. More Fractions
• GameUp Pearl Diver

• GameUp Slice Fractions: School Edition

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Understand that addition means putting things together and that subtraction is the inverse of addition and means to separate things out.

• BrainPOP Jr. Basic Adding

• BrainPOP Jr. Basic Subtraction

11 more resources

• BrainPOP Division

• BrainPOP Multiplication

• GameUp Addition Blocks

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Combine two sets with known quantities in each set, and count the combined set using up to 10 concrete objects, to determine the sum, where the sum is not greater than 10.

• BrainPOP Jr. Arrays

• BrainPOP Jr. Solving Word Problems

• BrainPOP Jr. Adding and Subtracting Tens

• GameUp Addition Blocks

• GameUp Jelly Bean
Virginia Curriculum Framework > Mathematics (2009)

Grade K

Given a set of 10 or fewer concrete objects, remove, take away, or separate part of the set and determine the result.

- BrainPOP Jr. Solving Word Problems
- BrainPOP Jr. Adding and Subtracting Tens
- GameUp Jelly Bean

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Develop common referents for identifying pennies, nickels, dimes, and quarters.

- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Equivalent Coins
- BrainPOP Jr. Making Change Under a Dollar

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Understand the value of a collection of coins whose value is 10 cents or less.

- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents

3 more resources

- BrainPOP Budgets
Describe the properties/characteristics (e.g., color, relative size) of a penny, nickel, dime, and quarter.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Making Change Under a Dollar
- BrainPOP Jr. Equivalent Coins

Identify a penny, nickel, dime, and quarter.

- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Equivalent Coins
- BrainPOP Jr. Making Change Under a Dollar

Identify that a nickel is the same value as five pennies.

- BrainPOP Jr. Dollars and Cents
- BrainPOP Jr. Equivalent Coins
- BrainPOP Jr. Making Change Under a Dollar

Count a randomly placed collection of pennies and/or nickels (or models of pennies and/or nickels) whose value is 10 cents or less, and determine the value of the collection.
- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Equivalent Coins
- BrainPOP Jr. Making Change Under a Dollar

Virginia Curriculum Framework > Mathematics (2009)

Grade K

- Identify an appropriate measuring tool for a given unit of measure.

- BrainPOP Jr. Centimeters, Meters, Kilometers
- BrainPOP Jr. Inches and Feet

8 more resources

- BrainPOP Customary Units
- BrainPOP Metric Units

Virginia Curriculum Framework > Mathematics (2009)

Grade K

- Identify a ruler as an instrument to measure length.

- BrainPOP Jr. Centimeters, Meters, Kilometers
- BrainPOP Jr. Inches and Feet
- BrainPOP Jr. Perimeter

Virginia Curriculum Framework > Mathematics (2009)

Grade K

- Identify different types of scales as instruments to measure weight.
Virginia Curriculum Framework > Mathematics (2009)

Grade K

Identify different types of clocks (analog and digital) as instruments to measure time.

• BrainPOP Jr. Parts of a Clock
• BrainPOP Jr. Time to the Hour

2 more resources

• BrainPOP Daylight Saving Time

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Identify the components of a calendar, including days, months, and seasons.

• BrainPOP Jr. Calendar and Dates
• BrainPOP Jr. Parts of a Clock

• BrainPOP Leap Year

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Identify different types of thermometers as instruments used to measure temperature.

• BrainPOP Jr. Temperature
Apply an appropriate technique, depending on the type of clock, to determine time to the nearest hour.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour

2 more resources

- BrainPOP Daylight Saving Time

Tell time on an analog clock to the hour.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour

2 more resources

- BrainPOP Daylight Saving Time

Tell time on a digital clock to the hour.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour
- BrainPOP Jr. Time to the Quarter and Half Hour
• BrainPOP  Daylight Saving Time

Virginia Curriculum Framework > Mathematics (2009)
Grade K  
+  Compare and order objects according to their attributes.

• BrainPOP Jr.  Cups, Pints, Quarts, Gallons
• BrainPOP Jr.  Inches and Feet

+  4 more resources

• BrainPOP  Customary Units
• BrainPOP  Metric Units

Virginia Curriculum Framework > Mathematics (2009)
Grade K  
+  Develop an understanding of measuring with nonstandard and standard units of measure.

• BrainPOP Jr.  Inches and Feet
• BrainPOP Jr.  Ounces, Pounds, and Tons

+  8 more resources

• BrainPOP  Customary Units
• BrainPOP  Metric Units

Virginia Curriculum Framework > Mathematics (2009)
Grade K  
+  Recognize attributes (length, height, weight, temperature) that can be measured.

• BrainPOP Jr.  Inches and Feet
• BrainPOP Jr. *Ounces, Pounds, and Tons*

3 more resources

• BrainPOP *Customary Units*

Virginia Curriculum Framework > Mathematics (2009)
Grade K

Compare and describe lengths of two objects (as shorter or longer), using direct comparison or nonstandard units of measure (e.g., foot length, hand span, new pencil, paper clip, block).

• BrainPOP Jr. *Inches and Feet*

Virginia Curriculum Framework > Mathematics (2009)
Grade K

Compare and describe temperatures of two objects or environment (as hotter or colder), using direct comparison.

• BrainPOP Jr. *Temperature*

Virginia Curriculum Framework > Mathematics (2009)
Grade K

Use their knowledge of plane figures to help them systematically represent and describe their world.

• BrainPOP Jr. *Plane Shapes*

• BrainPOP Jr. *Perimeter*

• BrainPOP *Polygons*

Virginia Curriculum Framework > Mathematics (2009)
Grade K

Identify the characteristics of plane geometric figures (circle, triangle, square, and rectangle).
Compare the size and shape of plane geometric figures by using strategies to sort and/or group and begin to refine the vocabulary used to explain their strategies.

Identify a circle, triangle, square, and rectangle.

Describe the characteristics of triangles, squares, and rectangles, including number of sides and number of angles.
• BrainPOP Jr. Plane Shapes

• BrainPOP Jr. Perimeter

• BrainPOP Polygons

• BrainPOP Types of Triangles

Virginia Curriculum Framework > Mathematics (2009)
Grade K

Describe a circle using terms such as round and curved.

• BrainPOP Jr. Plane Shapes

• BrainPOP Polygons

Virginia Curriculum Framework > Mathematics (2009)
Grade K

Trace a circle, triangle, square, and rectangle.

• BrainPOP Types of Triangles

Virginia Curriculum Framework > Mathematics (2009)
Grade K

Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their shapes.

• BrainPOP Jr. Plane Shapes

• BrainPOP Jr. Congruent and Similar Shapes

• BrainPOP Polygons

• BrainPOP Types of Triangles
Distinguish between examples and nonexamples of identified geometric figures (circle, triangle, square, and rectangle).

- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Congruent and Similar Shapes
- BrainPOP Polygons
- BrainPOP Types of Triangles

Number and Number Sense

K.1 The student will

a) tell how many are in a given set of 20 or fewer objects by counting orally; and

- BrainPOP Jr. Adding and Subtracting Tens
- GameUp Jelly Bean

K.1 The student will

b) read, write, and represent numbers from 0 through 20.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Place Value
Virginia Standards of Learning > Mathematics (2016)
Grade K  Number and Number Sense

K.2 The student, given no more than three sets, each set containing 10 or fewer concrete objects, will
a) compare and describe one set as having more, fewer, or the same number of objects as the other set(s); and

b) compare and order sets from least to greatest and greatest to least.

• BrainPOP Jr. One Hundred
• BrainPOP Jr. Comparing Numbers

6 more resources

• GameUp Jelly Bean
K.3 The student will

a) count forward orally by ones from 0 to 100;

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Counting On
- BrainPOP Jr. Place Value
- GameUp Jelly Bean

b) count backward orally by ones when given any number between 1 and 10;

- BrainPOP Jr. Basic Subtraction
- BrainPOP Jr. One Hundred

c) identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10; and

- BrainPOP Jr. Adding and Subtracting Tens
K.3 The student will
d) count forward by tens to determine the total number of objects to 100.

- BrainPOP Jr. Adding and Subtracting Tens
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Place Value
- BrainPOP Jr. Basic Adding
- BrainPOP Jr. Counting On

Virginia Standards of Learning > Mathematics (2016)
Grade K
- Number and Number Sense
  K.5 The student will investigate fractions by representing and solving practical problems involving equal sharing with two sharers.
  - BrainPOP Jr. Time to the Quarter and Half Hour
  - BrainPOP Jr. Mixed Numbers

+ 3 more resources

- GameUp Slice Fractions: School Edition

Virginia Standards of Learning > Mathematics (2016)
Grade K
- Computation and Estimation
  K.6 The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects.
  - BrainPOP Jr. Adding and Subtracting Tens
  - BrainPOP Jr. Doubles

+ 9 more resources
• BrainPOP Multiplication

• GameUp Addition Blocks

• GameUp Jelly Bean

Virginia Standards of Learning > Mathematics (2016)
Grade K Measurement and Geometry

K.7 The student will recognize the attributes of a penny, nickel, dime, and quarter and identify the number of pennies equivalent to a nickel, a dime, and a quarter.

• BrainPOP Jr. Dollars and Cents

• BrainPOP Jr. Counting Coins

• BrainPOP Jr. One Hundred

• BrainPOP Jr. Equivalent Coins

• BrainPOP Jr. Making Change Under a Dollar

Virginia Standards of Learning > Mathematics (2016)
Grade K Measurement and Geometry

K.8 The student will investigate the passage of time by reading and interpreting a calendar.

• BrainPOP Jr. Calendar and Dates

• BrainPOP Jr. Parts of a Clock

• BrainPOP Leap Year

Virginia Standards of Learning > Mathematics (2016)
Grade K Measurement and Geometry
K.9 The student will compare two objects or events, using direct comparisons, according to one or more of the attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter).

- BrainPOP Jr. Inches and Feet
- BrainPOP Jr. Time to the Hour

Virginia Standards of Learning > Mathematics (2016)
Grade K Measurement and Geometry
K.10 The student will
a) identify and describe plane figures (circle, triangle, square, and rectangle);
- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Congruent and Similar Shapes
- BrainPOP Polygons
- BrainPOP Types of Triangles

Virginia Standards of Learning > Mathematics (2016)
Grade K Measurement and Geometry
K.10 The student will
b) compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and
- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Congruent and Similar Shapes
- BrainPOP Polygons
Grade K  

Measurement and Geometry

K.10 The student will

c) describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.

- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Congruent and Similar Shapes
- BrainPOP Jr. Slides, Turns, and Flips
- BrainPOP Polygons

Virginia Standards of Learning > Mathematics (2016)

Grade K  

Probability and Statistics

K.11 The student will

a) collect, organize, and represent data; and

- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Combinations
- BrainPOP Jr. Line Graphs
- BrainPOP Jr. Basic Probability

Virginia Standards of Learning > Mathematics (2016)

Grade K  

Probability and Statistics

K.11 The student will

b) read and interpret data in object graphs, picture graphs, and tables.

- BrainPOP Jr. Pictographs
- BrainPOP Jr. Tally Charts and Bar Graphs
K.12 The student will sort and classify objects according to one attribute.

- BrainPOP Jr. Plane Shapes

K.13 The student will identify, describe, extend, create, and transfer repeating patterns.

- BrainPOP Jr. Patterns

K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

- GameUp Jelly Bean

K.2 The student, given a set containing 15 or fewer concrete objects, will

a) tell how many are in the set by counting the number of objects orally;

- BrainPOP Jr. Adding and Subtracting Tens

- GameUp Jelly Bean
Virginia Standards of Learning > Mathematics (2009)

Grade K

Number and Number Sense

K.2 The student, given a set containing 15 or fewer concrete objects, will

b) write the numeral to tell how many are in the set; and

- GameUp Jelly Bean

Virginia Standards of Learning > Mathematics (2009)

Grade K

Number and Number Sense

K.2 The student, given a set containing 15 or fewer concrete objects, will

c) select the corresponding numeral from a given set of numerals.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Comparing Numbers
- BrainPOP Jr. Even and Odd
- BrainPOP Jr. Place Value
- BrainPOP Jr. Time to the Hour

Virginia Standards of Learning > Mathematics (2009)

Grade K

Number and Number Sense

K.4 The student will

a) count forward to 100 and backward from 10;

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Basic Subtraction

+ 2 more resources
• GameUp Jelly Bean

Virginia Standards of Learning > Mathematics (2009)
Grade K
  Number and Number Sense
  K.4 The student will
  b) identify one more than a number and one less than a number; and

• BrainPOP Jr. Adding and Subtracting Tens

Virginia Standards of Learning > Mathematics (2009)
Grade K
  Number and Number Sense
  K.4 The student will
  c) count by fives and tens to 100.

• BrainPOP Jr. Counting Coins
• BrainPOP Jr. Dollars and Cents
• BrainPOP Jr. One Hundred
• BrainPOP Jr. Place Value

+ 4 more resources

Virginia Standards of Learning > Mathematics (2009)
Grade K
  Number and Number Sense
  K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

• BrainPOP Jr. Basic Parts of a Whole
• BrainPOP Jr. Time to the Quarter and Half Hour

+ 3 more resources
Virginia Standards of Learning > Mathematics (2009)

Grade K

- **GameUp** [Slice Fractions: School Edition](#)

- **BrainPOP Jr.** [Adding and Subtracting Tens](#)

- **BrainPOP Jr.** [Doubles](#)

+ 8 more resources

- **BrainPOP** [Multiplication](#)

- **GameUp** [Addition Blocks](#)

- **GameUp** [Jelly Bean](#)

Virginia Standards of Learning > Mathematics (2009)

Grade K

- **Computation and Estimation**

  - **K.6** The student will model adding and subtracting whole numbers, using up to 10 concrete objects.

- **BrainPOP Jr.** [Counting Coins](#)

- **BrainPOP Jr.** [Dollars and Cents](#)

- **BrainPOP Jr.** [One Hundred](#)

- **BrainPOP Jr.** [Equivalent Coins](#)

- **BrainPOP Jr.** [Making Change Under a Dollar](#)
Virginia Standards of Learning > Mathematics (2009)

Grade K

Measurement

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Calendar and Dates

9 more resources

- BrainPOP Daylight Saving Time

Virginia Standards of Learning > Mathematics (2009)

Grade K

Measurement

K.9 The student will tell time to the hour, using analog and digital clocks.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour

2 more resources

- BrainPOP Daylight Saving Time

Virginia Standards of Learning > Mathematics (2009)

Grade K

Measurement

K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

- BrainPOP Jr. Inches and Feet
- BrainPOP Jr. Ounces, Pounds, and Tons
Virginia Standards of Learning > Mathematics (2009)

Grade K  Geometry

K.11 The student will

a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and

b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

- BrainPOP Customary Units
- BrainPOP Metric Units
- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Congruent and Similar Shapes
- BrainPOP Polygons
- BrainPOP Types of Triangles
Grade K  ▶ Geometry

K.12 The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.

- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Congruent and Similar Shapes
- BrainPOP Jr. Slides, Turns, and Flips
- BrainPOP Polygons

Virginia Standards of Learning > Mathematics (2009)

Grade K  ▶ Probability and Statistics

K.13 The student will gather data by counting and tallying.

- BrainPOP Jr. Pictographs
- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Basic Probability

Virginia Standards of Learning > Mathematics (2009)

Grade K  ▶ Probability and Statistics

K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions about the data.

- BrainPOP Jr. Pictographs
- BrainPOP Jr. Tally Charts and Bar Graphs

Virginia Standards of Learning > Mathematics (2009)

Grade K  ▶ Patterns, Functions, and Algebra
K.15 The student will sort and classify objects according to attributes.

- BrainPOP Jr. **Plane Shapes**

- BrainPOP **Polygons**

Virginia Standards of Learning > Mathematics (2009)

Grade K

- Patterns, Functions, and Algebra

  - K.16 The student will identify, describe, and extend repeating patterns.

- BrainPOP Jr. **Patterns**

Virginia Curriculum Framework > Mathematics (2009)

Grade K

- Number and Number Sense

  - K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

    - Understand how quantities relate to each other, which leads to an understanding of how numbers are related to each other.

- BrainPOP Jr. **Place Value**

- BrainPOP Jr. **Arrays**

- BrainPOP Jr. **Making Change Under a Dollar**

Virginia Curriculum Framework > Mathematics (2009)

Grade K

- Number and Number Sense

  - K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

    - Match each member of one set with each member of another set, using the concept of one-to-one correspondence, to compare the number of members between sets, where each set contains 10 or fewer objects.
• GameUp Jelly Bean

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

Compare and describe two sets of 10 or fewer objects, using the terms more, fewer, and the same.

• BrainPOP Jr. Comparing Numbers

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

Given a set of objects, construct a second set which has more, fewer or the same number of objects.

• GameUp Jelly Bean

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.2 The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals.

Read and write numerals from 0 through 15.

• BrainPOP Jr. One Hundred

• BrainPOP Jr. Place Value

• BrainPOP Jr. Time to the Hour

• BrainPOP Jr. Calendar and Dates
Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

- **K.2** The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals.

  *Understand that the total number of objects can be found by counting.*

  - BrainPOP Jr. **One Hundred**
  - BrainPOP Jr. **Arrays**

  + 6 more resources

  - GameUp **Jelly Bean**

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

- **K.2** The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals.

  *Understand that the last counted number describes the total amount in the set.*

  - BrainPOP Jr. **Arrays**

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

- **K.2** The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals.

  *Count orally the number of objects in a set containing 15 or fewer concrete objects, using one-to-one correspondence, and identify the corresponding numeral.*
• GameUp *Jelly Bean*

**Virginia Curriculum Framework > Mathematics (2009)**

*Grade K*  
- **Number and Number Sense**
  - **K.2** The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals.

  - *Identify written numerals from 0 through 15 represented in random order.*

• **BrainPOP Jr.** *One Hundred*

• **BrainPOP Jr.** *Place Value*

• **BrainPOP Jr.** *Time to the Hour*

• **BrainPOP Jr.** *Comparing Numbers*

• **BrainPOP Jr.** *Even and Odd*

**Virginia Curriculum Framework > Mathematics (2009)**

*Grade K*  
- **Number and Number Sense**
  - **K.2** The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals.

  - *Select the numeral from a given set of numerals that corresponds to a set of 15 or fewer concrete objects.*

• GameUp *Jelly Bean*
Write the numerals from 0 through 15.

- BrainPOP Jr. Calendar and Dates
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Place Value
- BrainPOP Jr. Time to the Hour

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.2 The student, given a set containing 15 or fewer concrete objects, will a) tell how many are in the set by counting the number of objects orally; b) write the numeral to tell how many are in the set; and c) select the corresponding numeral from a given set of numerals.

Write a numeral that corresponds to a set of 15 or fewer concrete objects.

- GameUp Jelly Bean

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Use the correct oral counting sequence in both forward and backward counting situations.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Counting On

2 more resources

- GameUp Jelly Bean
Grade K  Number and Number Sense

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Understand that skip counting can be used to count a collection of objects.

- BrainPOP Jr. Adding and Subtracting Tens
- BrainPOP Jr. Making Equal Groups
- BrainPOP Jr. Making Change Under a Dollar
- BrainPOP Jr. Time to the Minute

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Describe patterns in skip counting and use those patterns to predict the next number or numbers in the skip counting sequence.

- BrainPOP Jr. Even and Odd
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Adding and Subtracting Tens
- BrainPOP Jr. Making Change Under a Dollar
- BrainPOP Jr. Time to the Minute

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Number and Number Sense

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Understand that numeric relationships include one more than, one less than, two more than, two less than, etc.
• BrainPOP Jr. *Adding and Subtracting Tens*

• BrainPOP Jr. *Making Change Under a Dollar*

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Number and Number Sense

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Count forward from 0 to 100.

• BrainPOP Jr. *One Hundred*

• BrainPOP Jr. *Counting On*

• BrainPOP Jr. *Place Value*

• GameUp *Jelly Bean*

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Number and Number Sense

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

Count backward from 10 to 0.

• BrainPOP Jr. *Basic Subtraction*

• BrainPOP Jr. *One Hundred*

Virginia Curriculum Framework > Mathematics (2009)

Grade K

Number and Number Sense

K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.
Recognize the relationship of one more than and one less than a number using objects (i.e., five and one more is six; one less than ten is nine).

- BrainPOP Jr. Adding and Subtracting Tens

Virginia Curriculum Framework > Mathematics (2009)
Grade K
Number and Number Sense

- K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

- Group 100 or fewer objects together into sets of fives or tens and then count them by fives or by tens.

- BrainPOP Jr. Adding and Subtracting Tens

Virginia Curriculum Framework > Mathematics (2009)
Grade K
Number and Number Sense

- K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

- Investigate and recognize the pattern of counting by fives to 100, using a variety of tools.

- BrainPOP Jr. One Hundred

- BrainPOP Jr. Time to the Minute

Virginia Curriculum Framework > Mathematics (2009)
Grade K
Number and Number Sense

- K.4 The student will a) count forward to 100 and backward from 10; b) identify one more than a number and one less than a number; and c) count by fives and tens to 100.

- Investigate and recognize the pattern of counting by tens to 100, using a variety of tools.

- BrainPOP Jr. One Hundred

- BrainPOP Jr. Adding and Subtracting Tens
Grade K

Number and Number Sense

K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

Understand that fractional parts are equal shares of a whole region or a whole set.

- BrainPOP Jr. Dividing with Remainders
- BrainPOP Jr. Equivalent Fractions

2 more resources

- GameUp Slice Fractions: School Edition

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Virginia Curriculum Framework > Mathematics (2009)

Grade K

- Number and Number Sense
  - K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.
    - Recognize fractions as representing parts of equal size of a whole.

- BrainPOP Jr. Equivalent Fractions
- BrainPOP Jr. Mixed Numbers
- BrainPOP Jr. More Fractions

- GameUp Slice Fractions: School Edition

Virginia Curriculum Framework > Mathematics (2009)

Grade K

- Number and Number Sense
  - K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.
    - Given a region, identify half and/or a fourth of the region.

- BrainPOP Jr. Basic Parts of a Whole
- BrainPOP Jr. Equivalent Fractions

+ 2 more resources

- GameUp Pearl Diver
- GameUp Slice Fractions: School Edition
- GameUp Treefrog Treasure
Number and Number Sense

K.5 The student will identify the parts of a set and/or region that represent fractions for halves and fourths.

Given a set, identify half and/or a fourth of the set.

- BrainPOP Jr. Equivalent Fractions
- BrainPOP Jr. Mixed Numbers
- BrainPOP Jr. More Fractions
- GameUp Pearl Diver
- GameUp Slice Fractions: School Edition

Computation and Estimation

K.6 The student will model adding and subtracting whole numbers, using up to 10 concrete objects.

Understand that addition means putting things together and that subtraction is the inverse of addition and separate things out.

- BrainPOP Jr. Basic Adding
- BrainPOP Jr. Basic Subtraction
- 11 more resources

- BrainPOP Division
- BrainPOP Multiplication
- GameUp Addition Blocks
Grade K

Computation and Estimation

K.6 The student will model adding and subtracting whole numbers, using up to 10 concrete objects.

- Combine two sets with known quantities in each set, and count the combined set using up to 10 concrete objects, to determine the sum, where the sum is not greater than 10.

- BrainPOP Jr. Arrays
- BrainPOP Jr. Solving Word Problems
- BrainPOP Jr. Adding and Subtracting Tens
- GameUp Addition Blocks
- GameUp Jelly Bean

Grade K

Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.
Develop common referents for identifying pennies, nickels, dimes, and quarters.

- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Equivalent Coins
- BrainPOP Jr. Making Change Under a Dollar

Virginia Curriculum Framework > Mathematics (2009)

Grade K

- Measurement

- K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

- Understand the value of a collection of coins whose value is 10 cents or less.

- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents

3 more resources

- BrainPOP Budgets

Virginia Curriculum Framework > Mathematics (2009)

Grade K

- Measurement

- K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

- Describe the properties/characteristics (e.g., color, relative size) of a penny, nickel, dime, and quarter.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Making Change Under a Dollar
• BrainPOP Jr. Equivalent Coins

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

Identify a penny, nickel, dime, and quarter.

• BrainPOP Jr. Counting Coins

• BrainPOP Jr. Dollars and Cents

• BrainPOP Jr. One Hundred

• BrainPOP Jr. Equivalent Coins

• BrainPOP Jr. Making Change Under a Dollar

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

Identify that a nickel is the same value as five pennies.

• BrainPOP Jr. Dollars and Cents

• BrainPOP Jr. Equivalent Coins

• BrainPOP Jr. Making Change Under a Dollar

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.
Count a randomly placed collection of pennies and/or nickels (or models of pennies and/or nickels) whose value is 10 cents or less, and determine the value of the collection.

- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Equivalent Coins
- BrainPOP Jr. Making Change Under a Dollar

Virginia Curriculum Framework > Mathematics (2009)

Grade K Measurement

- K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

  Identify an appropriate measuring tool for a given unit of measure.

- BrainPOP Jr. Centimeters, Meters, Kilometers
- BrainPOP Jr. Inches and Feet

8 more resources

- BrainPOP Customary Units
- BrainPOP Metric Units

Virginia Curriculum Framework > Mathematics (2009)

Grade K Measurement

- K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

  Identify a ruler as an instrument to measure length.

- BrainPOP Jr. Centimeters, Meters, Kilometers
Virginia Curriculum Framework > Mathematics (2009)

Grade K  ➔ Measurement

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

Identify different types of scales as instruments to measure weight.

• BrainPOP Jr.  **Inches and Feet**

• BrainPOP Jr.  **Perimeter**

• BrainPOP Jr.  **Ounces, Pounds, and Tons**

• BrainPOP Jr.  **Grams and Kilograms**

• BrainPOP  **Customary Units**

Virginia Curriculum Framework > Mathematics (2009)

Grade K  ➔ Measurement

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

Identify different types of clocks (analog and digital) as instruments to measure time.

• BrainPOP Jr.  **Parts of a Clock**

• BrainPOP Jr.  **Time to the Hour**

2 more resources

• BrainPOP  **Daylight Saving Time**
K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

Identify the components of a calendar, including days, months, and seasons.

- BrainPOP Jr. Calendar and Dates
- BrainPOP Jr. Parts of a Clock
- BrainPOP Leap Year

Virginia Curriculum Framework > Mathematics (2009)
Grade K Measurement

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

Identify different types of thermometers as instruments used to measure temperature.

- BrainPOP Jr. Temperature

Virginia Curriculum Framework > Mathematics (2009)
Grade K Measurement

K.9 The student will tell time to the hour, using analog and digital clocks.

Apply an appropriate technique, depending on the type of clock, to determine time to the nearest hour.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour

2 more resources

- BrainPOP Daylight Saving Time
Grade K  Measurement

K.9 The student will tell time to the hour, using analog and digital clocks.

Tell time on an analog clock to the hour.

• BrainPOP Jr. Parts of a Clock

• BrainPOP Jr. Time to the Hour

2 more resources

• BrainPOP Daylight Saving Time

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Measurement

K.9 The student will tell time to the hour, using analog and digital clocks.

Tell time on a digital clock to the hour.

• BrainPOP Jr. Parts of a Clock

• BrainPOP Jr. Time to the Hour

• BrainPOP Jr. Time to the Quarter and Half Hour

• BrainPOP Daylight Saving Time

Virginia Curriculum Framework > Mathematics (2009)

Grade K  Measurement

K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

Compare and order objects according to their attributes.
Virginia Curriculum Framework > Mathematics (2009)
Grade K Measurement

**K.10** The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.

*Develop an understanding of measuring with nonstandard and standard units of measure.*

- **BrainPOP Jr.** *Inches and Feet*
- **BrainPOP Jr.** *Ounces, Pounds, and Tons*

8 more resources

- **BrainPOP** *Customary Units*
- **BrainPOP** *Metric Units*
Virginia Curriculum Framework > Mathematics (2009)

Grade K

- **Measurement**

  - K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

  - Compare and describe lengths of two objects (as shorter or longer), using direct comparison or nonstandard units of measure (e.g., foot length, hand span, new pencil, paper clip, block).

- **Temperature**

  - K.11 The student will a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).
Use their knowledge of plane figures to help them systematically represent and describe their world.

- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Perimeter
- BrainPOP Polygons

Virginia Curriculum Framework > Mathematics (2009)

Grade K  ➤ Geometry

- K.11 The student will a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

   - Identify the characteristics of plane geometric figures (circle, triangle, square, and rectangle).

- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Perimeter
- BrainPOP Polygons
- BrainPOP Types of Triangles

Virginia Curriculum Framework > Mathematics (2009)

Grade K  ➤ Geometry

- K.11 The student will a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

  - Compare the size and shape of plane geometric figures by using strategies to sort and/or group and begin to refine the vocabulary used to explain their strategies.

- BrainPOP Jr. Plane Shapes
- BrainPOP Polygons
The student will a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

- **BrainPOP Jr.** Plane Shapes
- **BrainPOP Jr.** Congruent and Similar Shapes
- **BrainPOP** Polygons
- **BrainPOP** Types of Triangles

Describe the characteristics of triangles, squares, and rectangles, including number of sides and number of angles.

- **BrainPOP Jr.** Plane Shapes
- **BrainPOP Jr.** Perimeter
- **BrainPOP** Polygons
- **BrainPOP** Types of Triangles
K.11 The student will a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

- **BrainPOP Jr.** Plane Shapes
- **BrainPOP** Polygons

Virginia Curriculum Framework > Mathematics (2009)

Grade K  ➤ Geometry

K.11 The student will a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

- **BrainPOP** Types of Triangles
- **BrainPOP Jr.** Plane Shapes
- **BrainPOP Jr.** Congruent and Similar Shapes
- **BrainPOP** Polygons
- **BrainPOP** Types of Triangles
K.11 The student will a) identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and b) compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

Distinguish between examples and nonexamples of identified geometric figures (circle, triangle, square, and rectangle).

- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Congruent and Similar Shapes
- BrainPOP Polygons
- BrainPOP Types of Triangles

K.12 The student will describe the location of one object relative to another (above, below, next to) and identify pictorial representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.

Identify pictorial representations of a circle, triangle, square, and rectangle, regardless of their position and orientation in space.

- BrainPOP Jr. Congruent and Similar Shapes
- BrainPOP Polygons

K.13 The student will gather data by counting and tallying.

Pose questions and gather data.

- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Line Graphs
The student will gather data by counting and tallying.

Understand how data are collected and presented in an organized manner by counting and tallying.

- BrainPOP Jr. Pictographs
- BrainPOP Jr. Tally Charts and Bar Graphs

The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

Understand that data can be represented using concrete objects, pictures, and graphs.

- BrainPOP Jr. Pictographs
- BrainPOP Jr. Tally Charts and Bar Graphs
The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

- **BrainPOP Jr.** [Tally Charts and Bar Graphs](#)
- **BrainPOP Jr.** [Combinations](#)

**Understand that different types of representations emphasize different things about the same data.**

- **BrainPOP Jr.** [Pictographs](#)

**Answer questions related to the gathered data from object graphs, picture graphs, and tables.**

- **BrainPOP Jr.** [Tally Charts and Bar Graphs](#)
Relate their ideas about the data to concepts such as part-part-whole and number relationships.

- BrainPOP Jr. Tally Charts and Bar Graphs

Virginia Curriculum Framework > Mathematics (2009)
Grade K Probability and Statistics

- K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

  Display gathered data, using pictures to form a simple picture graph (e.g., a picture graph of the types of shoes worn by students on a given day).

- BrainPOP Jr. Pictographs

Virginia Curriculum Framework > Mathematics (2009)
Grade K Probability and Statistics

- K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

  Display gathered data in tables, either in rows or columns.

- BrainPOP Jr. Tally Charts and Bar Graphs

Virginia Curriculum Framework > Mathematics (2009)
Grade K Probability and Statistics

- K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

  Answer questions related to the gathered data displayed in object graphs, picture graphs, and tables by:

  Describing the categories of data and the data as a whole (e.g., the total number of responses) and its parts.

- BrainPOP Jr. Tally Charts and Bar Graphs
Probability and Statistics

K.14 The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.

Answer questions related to the gathered data displayed in object graphs, picture graphs, and tables by:

- Identifying parts of the data that represent numerical relationships, including categories with the greatest, the least, or the same.

- BrainPOP Jr. Tally Charts and Bar Graphs

Patterns, Functions, and Algebra

K.15 The student will sort and classify objects according to attributes.

Understand that the same set of objects can be sorted and classified in different ways.

- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Counting Coins
- BrainPOP Polygons

- BrainPOP Jr. Plane Shapes
- BrainPOP Polygons
Grade K

**Patterns, Functions, and Algebra**

- **K.15** The student will sort and classify objects according to attributes.
  - *Name multiple ways to sort a set of objects.*
  - **BrainPOP** [Polygons](#)

**Patterns, Functions, and Algebra**

- **K.16** The student will identify, describe, and extend repeating patterns.
  - *Understand that patterns are a way to recognize order and organize their world and to predict what comes next in an arrangement.*
  - **BrainPOP Jr.** [Even and Odd](#)
  - **BrainPOP Jr.** [Patterns](#)
  - **BrainPOP Jr.** [One Hundred](#)
  - **BrainPOP Jr.** [Adding and Subtracting Tens](#)

- 2 more resources
Grade K  Patterns, Functions, and Algebra

K.16 The student will identify, describe, and extend repeating patterns.

- Observe and identify the basic repeating pattern (core) found in repeating patterns of common objects, sounds, and movements that occur in practical situations.

- BrainPOP Jr. Patterns

Virginia  Curriculum Framework > Mathematics (2009)
Grade K  Patterns, Functions, and Algebra

K.16 The student will identify, describe, and extend repeating patterns.

- Identify the core in a repeating pattern.

- BrainPOP Jr. Patterns

Virginia  Curriculum Framework > Mathematics (2009)
Grade K  Patterns, Functions, and Algebra

K.16 The student will identify, describe, and extend repeating patterns.

- Extend a repeating pattern by adding at least two repetitions to the pattern.

- BrainPOP Jr. Patterns

Virginia  Curriculum Framework > Mathematics (2009)
Grade K  Patterns, Functions, and Algebra

K.16 The student will identify, describe, and extend repeating patterns.

- Create a repeating pattern.

- BrainPOP Jr. Patterns

Grade K  Number and Number Sense

K.1 The student, given two sets containing 10 or fewer concrete items, will identify and describe one set as having fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

Understand how quantities relate to each other, which leads to an understanding of how numbers are related to each other.

- BrainPOP Jr. One Hundred


Grade K  Number and Number Sense

K.2 The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.

Read and write numerals from 0 through 10.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Place Value
- BrainPOP Jr. Time to the Hour
- BrainPOP Jr. Calendar and Dates


Grade K  Number and Number Sense

K.2 The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.

Understand that the total number of objects can be found by counting.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Arrays
- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Even and Odd

Grade K Number and Number Sense

K.2 The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.

Count orally the number of items in a set containing 10 or fewer concrete items, using one-to-one correspondence, and identify the corresponding numeral.

- BrainPOP Jr. Place Value
- BrainPOP Jr. One Hundred


Grade K Number and Number Sense

K.2 The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.

Identify written numerals from 0 through 10 presented in random order.

- BrainPOP Jr. One Hundred
- BrainPOP Jr. Place Value
- BrainPOP Jr. Time to the Hour


Grade K Number and Number Sense

K.2 The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.

Select the numeral from a given set of numerals that corresponds to a set of 10 or fewer concrete items.

- BrainPOP Jr. Comparing Numbers
- BrainPOP Jr. One Hundred

Grade K

Number and Number Sense

K.2 The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.

Write the numerals from 0 through 10.


Grade K

Number and Number Sense

K.2 The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.

Write a numeral that corresponds to a set of 10 or fewer concrete items.

• BrainPOP Jr. Place Value
• BrainPOP Jr. Even and Odd

+ 4 more resources
K.4 The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.

- Understand that skip counting can be used to count a collection of objects.

- BrainPOP Jr. **Counting Coins**
- BrainPOP Jr. **Dollars and Cents**
- BrainPOP Jr. **Even and Odd**
- BrainPOP Jr. **One Hundred**

6 more resources


K.4 The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.

- Describe patterns in skip counting and use those patterns to predict the next number or numbers in the skip counting sequence.

- BrainPOP Jr. **Even and Odd**
- BrainPOP Jr. **One Hundred**
- BrainPOP Jr. **Adding and Subtracting Tens**
- BrainPOP Jr. **Time to the Minute**


K.4 The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.

- Group 30 or fewer objects together into sets of fives or tens and then count them by fives or by tens.

Grade K  Number and Number Sense

K.4 The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.

Investigate and recognize the pattern of counting by fives and tens, using 30 or fewer concrete objects.

• BrainPOP Jr. **Counting Coins**

• BrainPOP Jr. **One Hundred**

• BrainPOP Jr. **Place Value**

• BrainPOP Jr. **Adding and Subtracting Tens**

• BrainPOP Jr. **Even and Odd**

• BrainPOP Jr. **One Hundred**

• BrainPOP Jr. **Adding and Subtracting Tens**

• BrainPOP Jr. **Counting Coins**

• BrainPOP Jr. **Time to the Minute**
The student will count forward to 30 and backward from 10.

- BrainPOP Jr. **One Hundred**
- BrainPOP Jr. **Counting On**
- BrainPOP Jr. **Time to the Minute**

- GameUp **Jelly Bean**
Grade K Computation and Estimation
  K.6 The student will add and subtract whole numbers, using up to 10 concrete items.
  Understand that addition joins items together and that subtraction separates items out.

BrainPOP Jr.
- One Hundred
- Doubles
- Adding and Subtracting Tens

GameUp Addition Blocks

Grade K Computation and Estimation
  K.6 The student will add and subtract whole numbers, using up to 10 concrete items.
  Combine two sets with known quantities in each set, and count the combined set to determine the sum, where the sum is not greater than 10 concrete items.

BrainPOP Jr.
- Basic Adding
- One Hundred

GameUp Addition Blocks
K.6 The student will add and subtract whole numbers, using up to 10 concrete items.

- Remove, “take away,” or separate part of a set from a given set to determine the result of subtraction.

- BrainPOP Jr. Basic Subtraction
- BrainPOP Jr. Solving Word Problems
- BrainPOP Jr. Subtracting With Regrouping
- BrainPOP Jr. Adding and Subtracting Tens


Grade K Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

- Develop common referents for identifying pennies, nickels, dimes, and quarters.

- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents
- BrainPOP Jr. One Hundred
- BrainPOP Jr. Equivalent Coins
- BrainPOP Jr. Making Change Under a Dollar


Grade K Measurement

K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

- Understand the value of a collection of coins whose value is 10 cents or less.

- BrainPOP Jr. Counting Coins
- BrainPOP Jr. Dollars and Cents
BrainPOP Jr. **One Hundred**

BrainPOP Jr. **Equivalent Coins**

BrainPOP Jr. **Making Change Under a Dollar**

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**Grade K**

- Measurement

  - K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

  - Describe the properties/characteristics (e.g., color, relative size) of a penny, nickel, dime, and quarter.

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**Grade K**

- Measurement

  - K.7 The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

  - Identify a penny, nickel, dime, and quarter.
Grade K  

**K.7** The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.

Count a randomly placed collection of pennies and/or nickels (or models of pennies and/or nickels) whose value is 10 cents or less, and determine the value of the collection.

- BrainPOP Jr. [Counting Coins](#)
- BrainPOP Jr. [Dollars and Cents](#)
- BrainPOP Jr. [One Hundred](#)
- BrainPOP Jr. [Equivalent Coins](#)
- BrainPOP Jr. [Making Change Under a Dollar](#)

**K.8** The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

Identify an appropriate measuring tool for a given unit of measure.

- BrainPOP Jr. [Centimeters, Meters, Kilometers](#)
- BrainPOP Jr. [Inches and Feet](#)

8 more resources

- BrainPOP [Customary Units](#)
- BrainPOP [Metric Units](#)
The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

Identify a ruler as an instrument to measure length.

- BrainPOP Jr. Centimeters, Meters, Kilometers
- BrainPOP Jr. Inches and Feet
- BrainPOP Jr. Perimeter

Identify different types of scales as instruments to measure weight.

- BrainPOP Jr. Ounces, Pounds, and Tons
- BrainPOP Jr. Grams and Kilograms

Identify different types of clocks (analog and digital) as instruments to measure time.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour
- BrainPOP Jr. Time to the Minute
- BrainPOP Jr. Time to the Quarter and Half Hour

Grade K Measurement

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

Identify the components of a calendar, including days, months, and seasons.

- BrainPOP Jr. Calendar and Dates
- BrainPOP Jr. Parts of a Clock
- BrainPOP Leap Year


Grade K Measurement

K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).

Identify different types of thermometers as instruments used to measure temperature.

- BrainPOP Jr. Temperature


Grade K Measurement

K.9 The student will tell time to the hour, using an analog or digital clock.

Apply an appropriate technique, depending on the type of clock, to determine time to the nearest hour.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour

+ 2 more resources

- BrainPOP Daylight Saving Time

**Grade K**

**Measurement**

**K.9** The student will tell time to the hour, using an analog or digital clock.

*Tell time on an analog clock to the hour.*

- BrainPOP Jr. [Parts of a Clock](#)
- BrainPOP Jr. [Time to the Hour](#)
- BrainPOP Jr. [Time to the Quarter and Half Hour](#)
- BrainPOP [Daylight Saving Time](#)

**K.10** The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), time (earlier, later), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.
Compare and order objects according to their attributes.

- BrainPOP Jr. **Inches and Feet**
- BrainPOP Jr. **Ounces, Pounds, and Tons**

3 more resources

- BrainPOP **Customary Units**
- BrainPOP **Metric Units**


**Grade K**

- **Measurement**

  - **K.10** The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

  - *Develop an understanding of measuring with nonstandard and standard units of measure.*

- BrainPOP Jr. **Inches and Feet**
- BrainPOP Jr. **Time to the Hour**

9 more resources

- BrainPOP **Customary Units**
- BrainPOP **Metric Units**
Compare and describe lengths of two objects (as shorter or longer), using direct comparison or nonstandard units of measure (e.g., foot length, hand span, new pencil, paper clip, block).

- BrainPOP Jr. Inches and Feet
- BrainPOP Jr. Centimeters, Meters, Kilometers
- BrainPOP Customary Units

Grade K Measurement

K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

Compare and describe heights of two objects (as taller or shorter), using direct comparison or nonstandard units of measure (e.g., book, hand span, new pencil, paper clip, block).

- BrainPOP Jr. Inches and Feet

Grade K Measurement

K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

Compare and describe weights of two objects (as heavier or lighter), using direct comparison or nonstandard units of measure (e.g., book, cubes, new pencil, paper clip, block).

- BrainPOP Customary Units
K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.

- Compare and describe temperatures of two objects or environment (as hotter or colder), using direct comparisons.

- BrainPOP Jr. Temperature


Grade K  Geometry

K.11 The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, rectangle).

- Use their knowledge of two-dimensional figures to help them systematically represent and describe their world.

- BrainPOP Jr. Plane Shapes

- BrainPOP Polygons


Grade K  Geometry

K.11 The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, rectangle).

- Develop an understanding of the shapes of geometric figures by using various methods.

- BrainPOP Jr. Congruent and Similar Shapes

- BrainPOP Jr. Solid Shapes

- BrainPOP Polygons
K.11 The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).

Identify a circle, triangle, square, and rectangle.

- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Congruent and Similar Shapes
- BrainPOP Polygons
- BrainPOP Types of Triangles


Grade K Geometry

K.11 The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).

Describe the properties of triangles, squares, and rectangles, including number of sides and number of corners.

- BrainPOP Jr. Plane Shapes
- BrainPOP Polygons
- BrainPOP Types of Triangles


Grade K Geometry

K.11 The student will identify, describe, and draw two-dimensional (plane) geometric figures (circle, triangle, square, and rectangle).

Describe a circle.

- BrainPOP Jr. Plane Shapes
Grade K  Geometry

**K.12** The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space.

*Identify pictorial representations of a circle, triangle, square, and rectangle, regardless of their position and orientation in space.*

- BrainPOP Jr. **Congruent and Similar Shapes**
- BrainPOP Jr. **Plane Shapes**
- BrainPOP **Polygons**

Grade K  Geometry

**K.13** The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).

*Develop strategies to sort and/or group plane geometric figures and begin to refine the vocabulary used to describe these strategies.*

- BrainPOP Jr. **Plane Shapes**
- BrainPOP **Polygons**
- BrainPOP **Types of Triangles**

Grade K  Geometry

**K.13** The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).
Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their relative sizes (larger, smaller).

- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Congruent and Similar Shapes
- BrainPOP Polygons
- BrainPOP Types of Triangles

Grade K
- Probability and Statistics
  - K.14 The student will gather data relating to familiar experiences by counting and tallying.
    - Pose questions and gather data about themselves and their surroundings.

- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Line Graphs
K.14 The student will gather data relating to familiar experiences by counting and tallying.

- Understand how data are collected and presented in an organized manner by counting and tallying.

- BrainPOP Jr. Pictographs
- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Basic Probability
- BrainPOP Jr. Line Graphs

K.14 The student will gather data on given categories by counting and tallying (e.g., favorites, number of days of various types of weather during a given month, types of pets, types of shoes).

- BrainPOP Jr. Pictographs
- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Basic Probability

K.15 The student will display objects and information, using object graphs, pictorial graphs and tables.

- Understand that data can be represented using concrete objects, pictures, and graphs.

- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Pictographs
- BrainPOP Jr. Basic Probability
The student will display objects and information, using object graphs, pictorial graphs and tables.

Understand that different types of representations emphasize different things about the same data.

- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Basic Probability

Display data, using pictorial representations of the data to form a simple pictorial graph (e.g., a picture graph of shoes worn by students on a given day).

- BrainPOP Jr. Pictographs
Grade K  Probability and Statistics

**K.15** The student will display objects and information, using object graphs, pictorial graphs and tables.

- Display information in tables, either in rows or columns (e.g., a table showing the number of bunnies in one column and the number of ears the bunnies have in another, or a table showing the time schedule for classroom activities).

- **BrainPOP Jr.** Tally Charts and Bar Graphs


Grade K  Probability and Statistics

**K.16** The student will investigate and describe the results of dropping a two-colored counter or using a multicolored spinner.

- Develop an understanding of chance (likelihood of an event) through informal investigations with spinners and two-colored counters.

- **BrainPOP Jr.** Basic Probability

- **BrainPOP Jr.** Probability


Grade K  Probability and Statistics

**K.16** The student will investigate and describe the results of dropping a two-colored counter or using a multicolored spinner.

- Conduct investigations of probability through hands-on activities such as dropping a two-colored counter or using a multicolored spinner.

- **BrainPOP Jr.** Basic Probability
Describe verbally, pictorially, and/or with tally marks the outcome of dropping a two-colored counter or using a multicolored spinner (e.g., the number of times the red side of the counter landed up compared to the number of times the counter was dropped).

- BrainPOP Jr. Basic Probability


Grade K Patterns, Functions, and Algebra

- K.17 The student will sort and classify objects according to similar attributes (size, shape, and color).
  - Sort objects into appropriate groups (categories) based on one attribute, such as size, shape, or color.

- BrainPOP Jr. Plane Shapes


Grade K Patterns, Functions, and Algebra

- K.18 The student will identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.
  - Understand that patterns are a way to recognize order and organize their world and to predict what comes next in an arrangement.

- BrainPOP Jr. Patterns

- BrainPOP Jr. Even and Odd

- BrainPOP Jr. One Hundred


Grade K Patterns, Functions, and Algebra

- K.18 The student will identify, describe, and extend a repeating relationship (pattern) found in common objects, sounds, and movements.
  - Describe the basic repeating pattern found in a repeating pattern, where there are four or fewer elements in the repeating pattern.
Patterns, Functions, and Algebra

K.18 The student will identify, describe, and extend a repeating relationship (pattern) found in common objects and movements.

Extend a repeating pattern by adding at least two repetitions to the pattern.

Search Results

Identify the components of a calendar, including days, months, and seasons.

- BrainPOP Jr. Calendar and Dates
- BrainPOP Jr. Parts of a Clock
- BrainPOP Leap Year

Identify different types of thermometers as instruments used to measure temperature.

- BrainPOP Jr. Temperature
Apply an appropriate technique, depending on the type of clock, to determine time to the nearest hour.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour

Tell time on an analog clock to the hour.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour

Tell time on a digital clock to the hour.

- BrainPOP Jr. Parts of a Clock
- BrainPOP Jr. Time to the Hour
- BrainPOP Jr. Time to the Quarter and Half Hour

- BrainPOP Daylight Saving Time

Grade K

Compare and order objects according to their attributes.

- BrainPOP Jr. Inches and Feet
- BrainPOP Jr. Ounces, Pounds, and Tons

3 more resources

- BrainPOP Customary Units
- BrainPOP Metric Units

Compare and describe lengths of two objects (as shorter or longer), using direct comparison or nonstandard units of measure (e.g., foot length, hand span, new pencil, paper clip, block).

- BrainPOP Jr. Inches and Feet
- BrainPOP Jr. Centimeters, Meters, Kilometers
• **BrainPOP Customary Units**


Grade K  
+ Compare and describe heights of two objects (as taller or shorter), using direct comparison or nonstandard units of measure (e.g., book, hand span, new pencil, paper clip, block).

• **BrainPOP Jr. Inches and Feet**


Grade K  
+ Compare and describe weights of two objects (as heavier or lighter), using direct comparison or nonstandard units of measure (e.g., book, cubes, new pencil, paper clip, block).

• **BrainPOP Customary Units**


Grade K  
+ Compare and describe temperatures of two objects or environment (as hotter or colder), using direct comparison.

• **BrainPOP Jr. Temperature**


Grade K  
+ Use their knowledge of two-dimensional figures to help them systematically represent and describe their world.

• **BrainPOP Jr. Plane Shapes**

• **BrainPOP Polygons**

Grade K

Develop an understanding of the shapes of geometric figures by using various methods.

- BrainPOP Jr. Congruent and Similar Shapes
- BrainPOP Jr. Solid Shapes
- BrainPOP Polygons


Grade K

Identify a circle, triangle, square, and rectangle.

- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Congruent and Similar Shapes
- BrainPOP Polygons
- BrainPOP Types of Triangles


Grade K

Describe the properties of triangles, squares, and rectangles, including number of sides and number of corners.

- BrainPOP Jr. Plane Shapes
- BrainPOP Polygons
- BrainPOP Types of Triangles

Grade K

Describe a circle.

- BrainPOP Jr. Plane Shapes


Grade K

Identify pictorial representations of a circle, triangle, square, and rectangle, regardless of their position and orientation in space.

- BrainPOP Jr. Congruent and Similar Shapes
- BrainPOP Jr. Plane Shapes
- BrainPOP Polygons


Grade K

Develop strategies to sort and/or group plane geometric figures and begin to refine the vocabulary used to explain their strategies.

- BrainPOP Jr. Plane Shapes
- BrainPOP Polygons
- BrainPOP Types of Triangles


Grade K

Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their relative sizes (larger, smaller).

- BrainPOP Jr. Plane Shapes
- BrainPOP Jr. Congruent and Similar Shapes
• BrainPOP Polygons

• BrainPOP Types of Triangles

Grade K

Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their shapes.

• BrainPOP Jr. Plane Shapes

• BrainPOP Jr. Congruent and Similar Shapes

• BrainPOP Polygons

• BrainPOP Types of Triangles

Grade K

Pose questions and gather data about themselves and their surroundings.

• BrainPOP Jr. Tally Charts and Bar Graphs

• BrainPOP Jr. Line Graphs

Grade K

Understand how data are collected and presented in an organized manner by counting and tallying.

• BrainPOP Jr. Pictographs

• BrainPOP Jr. Tally Charts and Bar Graphs

• BrainPOP Jr. Basic Probability

• BrainPOP Jr. Line Graphs
Gather data on given categories by counting and tallying (e.g., favorites, number of days of various types of weather during a given month, types of pets, types of shoes).

- BrainPOP Jr. Pictographs
- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Basic Probability

Understand that data can be represented using concrete objects, pictures, and graphs.

- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Pictographs
- BrainPOP Jr. Basic Probability

Understand that different types of representations emphasize different things about the same data.

- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Basic Probability

Understand that pictorial graphs use pictures to show and compare information; object graphs use concrete materials to represent categorical data; and tables can be used to show an orderly arrangement of data in columns and rows.

- BrainPOP Jr. Tally Charts and Bar Graphs
- BrainPOP Jr. Pictographs

Grade K

Display data, using pictorial representations of the data to form a simple pictorial graph (e.g., a picture graph of the types of shoes worn by students on a given day).

- BrainPOP Jr. Basic Probability

- BrainPOP Jr. Pictographs

Display information in tables, either in rows or columns (e.g., a table showing the number of bunnies in one column and the number of ears the bunnies have in another, or a table showing the time schedule for classroom activities).

- BrainPOP Jr. Tally Charts and Bar Graphs

Develop an understanding of chance (likelihood of an event) through informal investigations with spinners and two-colored counters.

- BrainPOP Jr. Basic Probability

- BrainPOP Jr. Probability

Conduct investigations of probability through hands-on activities such as dropping a two-colored counter or using a multicolored spinner.

- BrainPOP Jr. Basic Probability

Describe verbally, pictorially, and/or with tally marks the outcome of dropping a two-colored counter or using a multicolored spinner (e.g., the number of times the red side of the counter landed up compared to the number of times the counter was dropped).
• BrainPOP Jr. Basic Probability

Grade K
Sort objects into appropriate groups (categories) based on one attribute, such as size, shape, or color.

• BrainPOP Jr. Plane Shapes

Grade K
Understand that patterns are a way to recognize order and organize their world and to predict what comes next in an arrangement.

• BrainPOP Jr. Patterns
• BrainPOP Jr. Even and Odd
• BrainPOP Jr. One Hundred

Grade K
Describe the basic repeating pattern found in a repeating pattern, where there are four or fewer elements in the basic repeating pattern.

• BrainPOP Jr. Patterns

Grade K
Extend a repeating pattern by adding at least two repetitions to the pattern.

• BrainPOP Jr. Patterns

Powered by Academic Benchmarks

The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which:

1. **a)** basic characteristics or properties of objects are identified by direct observation;

- BrainPOP Jr. *Physical and Chemical Changes*

- BrainPOP *Measuring Matter*

- BrainPOP *Science Projects*

- BrainPOP *Scientific Method*

**Virginia Standards of Learning > Science (2010)**

**Grade K**

The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by:

- observing objects and describing their basic properties. These properties include color, shape (circle, triangle, square, rectangle), size (big, little, large, small), texture (rough, smooth, hard, soft), and weight (heavy, light).

- BrainPOP Jr. *Physical and Chemical Changes*

- BrainPOP Jr. *Sink or Float*

- BrainPOP *Measuring Matter*
The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which:

b) observations are made from multiple positions to achieve different perspectives;

c) a set of objects is sequenced according to size;

d) a set of objects is separated into two groups based on a single physical characteristic;


Grade K

Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which:

c) a set of objects is sequenced according to size;

BrainPOP Jr. Physical and Chemical Changes

BrainPOP Measuring Matter

BrainPOP Jr. Solids, Liquids, and Gases

2 more resources

BrainPOP Measuring Matter

Grade K

Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which:

a) basic characteristics or properties of objects are identified by direct observation;

b) observations are made from multiple positions to achieve different perspectives;

c) a set of objects is sequenced according to size;

d) a set of objects is separated into two groups based on a single physical characteristic;

e) nonstandard units are used to measure the length, mass, and volume of common objects;

f) observations and predictions are made for an unseen member in a sequence of objects;

g) a question is developed and predictions are made from one or more observations;

h) observations are recorded;

i) picture graphs are constructed;

j) unusual or unexpected results in an activity are recognized;

k) objects are described both pictorially and verbally.

• separate a set of objects into two groups based on a single physical characteristic, including color, shape, size, and weight.


Grade K

Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which:

e) nonstandard units are used to measure the length, mass, and volume of common objects;

• BrainPOP Jr. Science Skills

• BrainPOP Measuring Matter
K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which:

a) basic characteristics or properties of objects are identified by direct observation;

b) observations are made from multiple positions to achieve different perspectives;

c) a set of objects is sequenced according to size;

d) a set of objects is separated into two groups based on a single physical characteristic;

e) nonstandard units are used to measure the length, mass, and volume of common objects;

f) observations and predictions are made for an unseen member in a sequence of objects;

...and k) objects are described both pictorially and verbally.

measure common objects with nonstandard units. Examples of nonstandard units include hands, pennies, and paper clips for determining length; holding and comparing two different objects for determining mass; and liquids put in drinking cups for determining volume.

- BrainPOP Jr. Science Tools

BrainPOP Jr. Making and Testing Predictions

BrainPOP Jr. Science Skills

BrainPOP Science Projects

BrainPOP Scientific Method
to size; d) a set of objects is separated into two groups based on a single physical characteristic; e) nonstandard units are used to measure the length, mass, and volume of common objects; f) observations and predictions are made for an unseen member in a sequence of objects; g) a question is developed and predictions are made from one or more observations; h) observations are recorded; i) picture graphs are constructed; j) unusual or unexpected results in an activity are recognized; and k) objects are described both pictorially and verbally.

• predict an unseen member in a sequence of objects to complete a pattern.

• BrainPOP Jr. Making and Testing Predictions

• BrainPOP Jr. Science Skills

• BrainPOP Seasons


Grade K

Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which

g) a question is developed and predictions are made from one or more observations;

• BrainPOP Jr. Making and Testing Predictions

• BrainPOP Jr. Science Skills

• BrainPOP Science Projects

• BrainPOP Scientific Method


Grade K

Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which a) basic characteristics or properties of objects are identified by direct observation; b) observations are made from multiple positions to achieve different perspectives; c) a set of objects is sequenced according to size; d) a set of objects is separated into two groups based on a single physical characteristic; e) nonstandard units are used to measure the length, mass, and volume of common objects; f) observations and predictions are made for an unseen member in a sequence of objects; g) a question is developed and predictions are made from one or more observations; h) observations are recorded; i) picture graphs are constructed; j) unusual or unexpected results in an activity are recognized; and k) objects are described both pictorially and verbally.
observations are recorded; i) picture graphs are constructed; j) unusual or unexpected results in an activity are recognized; and k) objects are described both pictorially and verbally.

- develop a question from one or more observations about the natural world.

- BrainPOP Jr. Science Skills
- BrainPOP Jr. Scientific Method
- BrainPOP Jr. Science Projects
- BrainPOP Science Projects
- BrainPOP Scientific Method

Grade K
Scientific Investigation, Reasoning, and Logic
- K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which
  h) observations are recorded;

- BrainPOP Jr. Science Skills
- BrainPOP Science Projects
- BrainPOP Scientific Method

Grade K
Scientific Investigation, Reasoning, and Logic
- K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which
  a) basic characteristics or properties of objects are identified by direct observation; b) observations are made from multiple positions to achieve different perspectives; c) a set of objects is sequenced according to size; d) a set of objects is separated into two groups based on a single physical characteristic; e) nonstandard units are used to measure the length, mass, and volume of common objects; f) observations and predictions are made for an unseen member in a sequence of objects; g) a question is developed and predictions are made from one or more observations;
observations are recorded; i) picture graphs are constructed; j) unusual or unexpected results in an activity are recognized; and k) objects are described both pictorially and verbally.

- make a prediction based on observations.

- BrainPOP Jr. Making and Testing Predictions

- BrainPOP Jr. Science Skills

- BrainPOP Science Projects

- BrainPOP Scientific Method

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**Virginia Standards of Learning > Science (2010)**

**Grade K**  
Scientific Investigation, Reasoning, and Logic

- **K.1** The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
  
  - i) picture graphs are constructed;

- BrainPOP Jr. Science Skills

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**Virginia Curriculum Framework > Science (2010)**

**Grade K**  
Scientific Investigation, Reasoning, and Logic

- **K.1** The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which a) basic characteristics or properties of objects are identified by direct observation; b) observations are made from multiple positions to achieve different perspectives; c) a set of objects is sequenced according to size; d) a set of objects is separated into two groups based on a single physical characteristic; e) nonstandard units are used to measure the length, mass, and volume of common objects; f) observations and predictions are made for an unseen member in a sequence of objects; g) a question is developed and predictions are made from one or more observations; h) observations are recorded; i) picture graphs are constructed; j) unusual or unexpected results in an activity are recognized; and k) objects are described both pictorially and verbally.

- record observations using pictures.

- BrainPOP Jr. Science Skills
K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

j) unusual or unexpected results in an activity are recognized; and

- BrainPOP Jr. Science Skills
- BrainPOP Science Projects
- BrainPOP Scientific Method

construct picture graphs using 10 or fewer units.
observations are recorded; i) picture graphs are constructed; j) unusual or unexpected results in an activity are recognized; and k) objects are described both pictorially and verbally.

- identify unusual or unexpected results in an activity.

- BrainPOP Jr. Science Skills

- BrainPOP Jr. Science Projects


Grade K  
Scientific Investigation, Reasoning, and Logic

K.2 The student will investigate and understand that humans have senses that allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings.

- a) the five senses and corresponding sensing organs; and

- BrainPOP Smell

- BrainPOP Hearing

- BrainPOP Touch


Grade K  
Scientific Investigation, Reasoning, and Logic

K.2 The student will investigate and understand that humans have senses that allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings.

- b) sensory descriptors used to describe common objects and phenomena.

- BrainPOP Jr. Science Skills

- BrainPOP Jr. Physical and Chemical Changes


Grade K  
Scientific Investigation, Reasoning, and Logic
K.2 The student will investigate and understand that humans have senses that allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings. Key concepts include a) the five senses and corresponding sensing organs; and b) sensory descriptors used to describe common objects and phenomena.

- identify and describe the five senses: taste, touch, smell, hearing, and sight.

- BrainPOP Touch
- BrainPOP Hearing
- BrainPOP Smell
- BrainPOP Taste


Grade K Scientific Investigation, Reasoning, and Logic

- match each sensing organ (eye, ear, nose, tongue, and skin) with its associated sense.

- BrainPOP Jr. Fish
- BrainPOP Smell
- BrainPOP Taste

+ 3 more resources


Grade K Scientific Investigation, Reasoning, and Logic

- K.2 The student will investigate and understand that humans have senses that allow them to seek, find, take in, and respond to information in order to learn about their surroundings. Key concepts include a) the five senses and corresponding sensing organs; and b) sensory descriptors used to describe common objects and phenomena.

- match sensory descriptors with the senses (taste: sweet, sour, bitter, salty; touch: rough, smooth, hard, soft, hot; hearing: loud, soft, high, low; sight: bright, dull, color, black, white; smell: strong, faint, bad, and good).
• BrainPOP Jr. Science Skills


Grade K Force, Motion, and Energy

K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications.

a) magnetism and its effects; and

• BrainPOP Jr. Magnets

• BrainPOP Jr. Scientific Method

• BrainPOP Magnetism


Grade K Force, Motion, and Energy

K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications.

b) useful applications of magnetism.

• BrainPOP Magnetism


Grade K Force, Motion, and Energy

K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include a) magnetism and its effects; and b) useful applications of magnetism.

predict and test which common objects will be attracted to magnets and which will not be attracted to magnets.

• BrainPOP Magnetism
Force, Motion, and Energy

K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include a) magnetism and its effects; and b) useful applications of magnetism.

- classify objects as being attracted or not attracted to magnets, such as an iron nail, an iron-bearing paper clip, cereal, and a book.

- BrainPOP Magnetism

Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described.

- a) colors of objects;

- BrainPOP Jr. Physical and Chemical Changes
b) shapes and forms of objects;

- BrainPOP Jr. Physical and Chemical Changes

Grade K  Force, Motion, and Energy

- K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include a) magnetism and its effects; and b) useful applications of magnetism.
   - identify items in the home or school that contain a magnet or magnets, such as can openers, magnetized so magnetic games, magnetic cabinet door latches, refrigerator magnets, and magnetic letters.

- BrainPOP Magnetism

Grade K  Matter

- K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described.
   - c) textures and feel of objects;

- BrainPOP Jr. Physical and Chemical Changes

- BrainPOP Jr. Sink or Float

Grade K

Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include a) colors of objects; b) shapes and forms of objects; c) textures and feel of objects; d) relative sizes and weights of objects; and e) relative positions and speed of objects.

identify and name six basic colors, including red, orange, yellow, green, blue, and purple; and identify and name black and white.

BrainPOP Measuring Matter

BrainPOP Rainbows


Grade K

Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include a) colors of objects; b) shapes and forms of objects; c) textures and feel of objects; d) relative sizes and weights of objects; and e) relative positions and speed of objects.

identify and name a circle, triangle, square, and rectangle.

BrainPOP Jr. Physical and Chemical Changes


Grade K

Matter

K.5 The student will investigate and understand that water flows and has properties that can be observed and tested.

a) water occurs in different phases;

BrainPOP Jr. Water Cycle

BrainPOP Water Cycle

BrainPOP Snowflakes
• BrainPOP Water Supply

Virginia Curryriculum Framework > Science (2010)
Grade K  Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include a) colors of objects; b) shapes and forms of objects; c) textures and feel of objects; d) relative sizes and weights of objects; and e) relative positions and speed of objects.

compare and contrast objects that are flexible, stiff, straight, and/or curved.

• BrainPOP Jr. Physical and Chemical Changes

Grade K  Matter

K.5 The student will investigate and understand that water flows and has properties that can be observed and tested.

b) water flows downhill; and

• BrainPOP Measuring Matter

Grade K  Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include a) colors of objects; b) shapes and forms of objects; c) textures and feel of objects; d) relative sizes and weights of objects; and e) relative positions and speed of objects.

compare and contrast objects that are rough, smooth, hard, and/or soft.

• BrainPOP Jr. Physical and Chemical Changes

Grade K  Matter
K.5 The student will investigate and understand that water flows and has properties that can be observed and tested.

c) some materials float in water, while others sink.

- BrainPOP Jr. Sink or Float


Grade K

Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include a) colors of objects; b) shapes and forms of objects; c) textures and feel of objects; d) relative sizes and weights of objects; and e) relative positions and speed of objects.

compare objects using the concepts of heavy/light, long/short, wide/thin, big/little, and large/small.

- BrainPOP Jr. Physical and Chemical Changes

- BrainPOP Jr. Sink or Float

- BrainPOP Measuring Matter


Grade K

Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include a) colors of objects; b) shapes and forms of objects; c) textures and feel of objects; d) relative sizes and weights of objects; and e) relative positions and speed of objects.

measure objects, using nonstandard units, and direct comparisons.

- BrainPOP Jr. Science Tools


Grade K

Life Processes

K.6 The student will investigate and understand the differences between living organisms and nonliving objects.
b) living organisms have certain characteristics that distinguish them from nonliving objects including growth, response to the environment, having offspring, and the need for food, air, and water.

- BrainPOP Jr. [Ocean Habitats](#)
- BrainPOP Jr. [Insects](#)
- BrainPOP Jr. [Plant Adaptations](#)
- BrainPOP [Pollination](#)
- BrainPOP [Bats](#)

+ 3 more resources

- GameUp [Construct-a-Saurus](#)

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Grade K  

Matter

K.5 The student will investigate and understand that water flows and has properties that can be observed and tested. Key concepts include a) water occurs in different phases; b) water flows downhill; and c) some materials float in water, while others sink.

classify examples of the different phases of water (solid, liquid, and gas).

- BrainPOP Jr. [Changing States of Matter](#)
- BrainPOP Jr. [Solids, Liquids, and Gases](#)
- BrainPOP Jr. [Physical and Chemical Changes](#)

- GameUp [Matter Sorter](#)

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Grade K  

Life Processes
The student will investigate and understand basic needs and life processes of plants and animals.

a) *animals need adequate food, water, shelter, air, and space to survive;*

- BrainPOP Jr. [Mammals](#)
- BrainPOP Jr. [Migration](#)

8 more resources

- BrainPOP [Pandas](#)
- BrainPOP [Bats](#)

4 more resources

- GameUp [Construct-a-Saurus](#)


Grade K  Matter

K.5 The student will investigate and understand that water flows and has properties that can be observed and tested. Key concepts include a) water occurs in different phases; b) water flows downhill; and c) some materials float in water, while others sink.

*describe the natural flow of water.*

- BrainPOP Jr. [Sink or Float](#)


Grade K  Life Processes

K.7 The student will investigate and understand basic needs and life processes of plants and animals.

b) *plants need nutrients, water, air, light, and a place to grow to survive;*

- BrainPOP Jr. [Mammals](#)
- BrainPOP Jr. [Parts of a Plant](#)
6 more resources

• BrainPOP Plant Growth
• BrainPOP Carnivorous Plants
• BrainPOP Reptiles


Grade K

Life Processes

K.7 The student will investigate and understand basic needs and life processes of plants and animals.

c) plants and animals change as they grow, have varied life cycles, and eventually die; and

• BrainPOP Jr. Plant Life Cycle
• BrainPOP Jr. Frogs
• BrainPOP Jr. Plant Adaptations
• BrainPOP Metamorphosis
• BrainPOP Plant Growth

4 more resources


Grade K

Matter

K.5 The student will investigate and understand that water flows and has properties that can be observed and tested. Key concepts include a) water occurs in different phases; b) water flows downhill; and c) some materials float in water, while others sink.

predict whether items will float or sink when placed in water. Items to use include wood, metal, paper, and plastic.

• BrainPOP Jr. Sink or Float
**Virginia Standards of Learning > Science (2010)**

**Grade K**

- **Life Processes**
  - **K.7** The student will investigate and understand basic needs and life processes of plants and animals.
    - **d)** *offspring of plants and animals are similar but not identical to their parents or to one another.*

- **BrainPOP** Invertebrates
- **BrainPOP** Pandas
- **BrainPOP** Giant Squid
- **BrainPOP** Bats

**Virginia Curriculum Framework > Science (2010)**

**Grade K**

- **Life Processes**
  - **K.6** The student will investigate and understand the differences between living organisms and nonliving objects. Key concepts include a) all things can be classified as living or nonliving; and b) living organisms have certain characteristics that distinguish them from nonliving objects including growth, movement, response to the environment, having offspring, and the need for food, air, and water.

  - *identify and describe the basic characteristics of living things (growth, movement, response to the environment, offspring, and the need for food, air, and water).*

- **BrainPOP Jr.** Migration
- **BrainPOP Jr.** Parts of a Plant

7 more resources

- **BrainPOP** Pandas
- **BrainPOP** Invertebrates

3 more resources

- **GameUp** Construct-a-Saurus
The student will investigate and understand that shadows occur when light is blocked by an object.

- **BrainPOP Jr. Light**

- **BrainPOP Light**

The student will investigate and understand that shadows occur when light is blocked by an object.

- **BrainPOP Jr. Light**

- **BrainPOP Light**

The student will investigate and understand the differences between living organisms and nonliving objects. Key concepts include a) all things can be classified as living or nonliving; and b) living organisms have certain characteristics that distinguish them from nonliving objects including growth, movement, response to the environment, having offspring, and the need for food, air, and water.

- **BrainPOP Ecosystems**
Grade K  

Life Processes

K.7 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include:
   a) animals need adequate food, water, shelter, air, and space to survive;
   b) plants need nutrients, water, air, light, and a place to grow to survive;
   c) plants and animals change as they grow, have varied life cycles, and eventually die;
   d) offspring of plants and animals are similar but not identical to their parents or to one another.

describe the life needs of animals. The life needs are food, water, shelter, air, and space.

• BrainPOP Jr. Migration
• BrainPOP Jr. Fish

5 more resources

• BrainPOP Bats
• BrainPOP Pandas
• BrainPOP Metamorphosis


Grade K  

Earth Patterns, Cycles, and Change

K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life.

   a) weather observations;

• BrainPOP Jr. Fall
• BrainPOP Jr. Seasons
• BrainPOP Jr. Winter

• BrainPOP Science Projects
• BrainPOP Scientific Method

K.7 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include:

- a) animals need adequate food, water, shelter, air, and space to survive;
- b) plants need nutrients, water, air, light, and a place to grow to survive;
- c) plants and animals change as they grow, have varied life cycles, and eventually die;
- d) offspring of plants and animals are similar but not identical to their parents or to one another.

Describe the life needs of plants. The life needs are nutrients, water, air, light, and a place that has adequate space for them to grow.

- BrainPOP Jr. Migration
- BrainPOP Jr. Parts of a Plant
- GameUp Construct-a-Saurus


K.7 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include:

- a) animals need adequate food, water, shelter, air, and space to survive;
- b) plants need nutrients, water, air, light, and a place to grow to survive;
- c) plants and animals change as they grow, have varied life cycles, and eventually die;
- d) offspring of plants and animals are similar but not identical to their parents or to one another.

Predict what will happen to animals and plants if life needs are not met.

- BrainPOP Jr. Rainforests
- BrainPOP Metamorphosis
- BrainPOP Pandas
- BrainPOP Bats


Grade K Earth Patterns, Cycles, and Change
K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life.

c) animal and plant growth.

- BrainPOP Jr. Parts of a Plant
- BrainPOP Jr. Plant Life Cycle

2 more resources

- BrainPOP Pandas
- BrainPOP Invertebrates
- BrainPOP Bats

- GameUp Construct-a-Saurus


Grade K Life Processes

K.7 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include:

a) animals need adequate food, water, shelter, air, and space to survive; b) plants need nutrients, water, air, light, and place to grow to survive; c) plants and animals change as they grow, have varied life cycles, and eventually die; and d) offspring of plants and animals are similar but not identical to their parents or to one another.

describe some simple changes animals undergo during their life cycles. This may include changes in their body size, color, covering, or shape.

- BrainPOP Jr. Mammals
- BrainPOP Jr. Plant Life Cycle

2 more resources

- BrainPOP Invertebrates
- BrainPOP Metamorphosis

3 more resources

Grade K  Life Processes

**K.7** The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include:

- a) animals need adequate food, water, shelter, air, and space to survive;
- b) plants need nutrients, water, air, light, and a place to grow to survive;
- c) plants and animals change as they grow, have varied life cycles, and eventually die; and
- d) offspring of plants and animals are similar but not identical to their parents or to one another.

- describe some simple changes that plants undergo during their life cycles. This may include size, presence of leaves and branches, fruits, and seeds.

- BrainPOP Jr. [Plant Life Cycle](#)
- BrainPOP Jr. [Plant Adaptations](#)
- BrainPOP [Plant Growth](#)
- BrainPOP [Asexual Reproduction](#)
- BrainPOP [Metamorphosis](#)

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Grade K  Earth Patterns, Cycles, and Change

- compare and contrast young plants and animals with their parents, using pictures and/or live organisms.

- BrainPOP [Pandas](#)
- BrainPOP [Metamorphosis](#)
K.10 The student will investigate and understand that change occurs over time and rates may be fast or slow.

b) changes can be observed and measured.

- BrainPOP Jr. Science Skills
- BrainPOP Jr. Science Tools
- BrainPOP Jr. Physical and Chemical Changes
- BrainPOP Measuring Matter
- BrainPOP Science Projects
- BrainPOP Scientific Method

Grade K Interrelationships in Earth/Space Systems

K.8 The student will investigate and understand that shadows occur when light is blocked by an object. Key concepts include a) shadows occur in nature when sunlight is blocked by an object; and b) shadows can be produced by blocking artificial light sources.

identify a shadow.

- BrainPOP Jr. Sun

Grade K Earth Resources

K.11 The student will investigate and understand that materials can be reused, recycled, and conserved.

a) materials and objects can be used over and over again;

- BrainPOP Jr. Forests
- BrainPOP Jr. Energy Sources

2 more resources
K.8 The student will investigate and understand that shadows occur when light is blocked by an object. Key concepts include a) shadows occur in nature when sunlight is blocked by an object; and b) shadows can be produced by blocking artificial light sources.

- BrainPOP Jr. Sun

K.11 The student will investigate and understand that materials can be reused, recycled, and conserved.

- b) everyday materials can be recycled; and

- BrainPOP Jr. Forests

- BrainPOP Jr. Reduce, Reuse, Recycle
K.8 The student will investigate and understand that shadows occur when light is blocked by an object. Key concepts include a) shadows occur in nature when sunlight is blocked by an object; and b) shadows can be produced by blocking artificial light sources.

identify and describe sources of light — sun, electric lights, and flashlights — that can produce shadows.

- BrainPOP Jr. Light
- BrainPOP Jr. Sun


Grade K Earth Resources

K.11 The student will investigate and understand that materials can be reused, recycled, and conserved.

c) water and energy conservation at home and in school helps ensure resources are available for future use.

- BrainPOP Jr. Natural Resources
- BrainPOP Jr. Energy Sources
- BrainPOP Jr. Reduce, Reuse, Recycle

- BrainPOP Humans and the Environment
- BrainPOP Natural Resources

+ 2 more resources


Grade K Earth Patterns, Cycles, and Change

K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include a) weather observations; b) the shapes and forms of many common natural objects including seeds, cones, leaves; and c) animal and plant growth.

observe and identify daily weather conditions — sunny, rainy, cloudy, snowy, windy, warm, hot, cool, and cold.

- BrainPOP Jr. Seasons
• BrainPOP Jr. Winter

2 more resources

• BrainPOP Clouds

• BrainPOP Weather

4 more resources

Grade K
Earth Patterns, Cycles, and Change

K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include a) weather observations; b) the shapes and forms of many common natural objects including seeds, cones, and leaves; and c) animal and plant growth.

- predict daily weather based on basic observable conditions.

• BrainPOP Weather

Grade K
Earth Patterns, Cycles, and Change

K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include a) weather observations; b) the shapes and forms of many common natural objects including seeds, cones, and leaves; and c) animal and plant growth.

- chart daily weather conditions.

• BrainPOP Jr. Water Cycle

• BrainPOP Weather

Grade K
Earth Patterns, Cycles, and Change
K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include a) weather observations; b) the shapes and forms of many common natural objects including seeds, cones, leaves; and c) animal and plant growth.

- identify simple patterns in natural objects — veins in a leaf, spiral patterns in cones, shapes and colors of common seeds.

- BrainPOP Jr. Physical and Chemical Changes


Grade K Earth Patterns, Cycles, and Change

- K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include a) weather observations; b) the shapes and forms of many common natural objects including seeds, cones, leaves; and c) animal and plant growth.

- describe how animals and plants change as they grow.

- BrainPOP Jr. Plant Life Cycle

- BrainPOP Jr. Frogs

- BrainPOP Jr. Plant Adaptations

- BrainPOP Plant Growth

- BrainPOP Metamorphosis


Grade K Earth Patterns, Cycles, and Change

- K.10 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include a) natural and human-made things may change over time; and b) changes can be observed and measured.

- predict how their own height will change over the school year. Measure and graph the information.

- BrainPOP Jr. Science Skills

- BrainPOP Jr. Science Tools
K.10 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include:

- **Mammals**
- **Arctic Habitats**
- **Volcanoes**
- **Humans and the Environment**
- **Sink or Float**

*BrainPOP Jr.*
K.10 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include a) natural and human-made things may change over time; and b) changes can be observed and measured.

- identify examples of fast changes and slow changes. Slow changes should be the kinds of familiar changes that occur over weeks, months, or seasons. (Students are not responsible for long-term changes).

- BrainPOP Jr. Fast Land Changes

- BrainPOP Tsunami

- BrainPOP Weathering

- BrainPOP Natural Disasters

K.11 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include a) materials and objects can be used over and over again; b) everyday materials can be recycled; and c) energy conservation at home and in school helps ensure resources are available for future use.

- give examples of objects, such as paper, plastic containers, and glass containers, that can be recycled.

- BrainPOP Jr. Reduce, Reuse, Recycle

- BrainPOP Jr. Energy Sources

- BrainPOP Natural Resources

- BrainPOP Recycling
The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include a) materials and objects can be used over and over again; b) everyday materials can be recycled; and c) energy conservation at home and in school helps ensure resources are available for future use.

identify materials that can be reused.

- BrainPOP Jr. Forests
- BrainPOP Jr. Natural Resources
- 2 more resources

- BrainPOP Humans and the Environment
- BrainPOP Natural Resources
- BrainPOP Air Pollution

Grade K Earth Resources

K.11 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include a) materials and objects can be used over and over again; b) everyday materials can be recycled; and c) energy conservation at home and in school helps ensure resources are available for future use.

describe the difference between recycle and reuse.

- BrainPOP Jr. Energy Sources
- BrainPOP Jr. Ocean Habitats

- BrainPOP Natural Resources
- BrainPOP Air Pollution

Grade K Earth Resources
K.11 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include a) materials and objects can be used over and over again; b) everyday materials can be recycled; and c) energy conservation at home and in school helps ensure resources are available for future use.

name ways to conserve water and energy.

- BrainPOP Jr. Energy Sources
- BrainPOP Jr. Natural Resources

2 more resources

- BrainPOP Groundwater
- BrainPOP Humans and the Environment

4 more resources


Earth Resources

K.11 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include a) materials and objects can be used over and over again; b) everyday materials can be recycled; and c) energy conservation at home and in school helps ensure resources are available for future use.

describe how to properly dispose of a given material — paper, oil, aluminum, glass and plastics — by recycling.

- BrainPOP Jr. Energy Sources
- BrainPOP Jr. Natural Resources
- BrainPOP Jr. Reduce, Reuse, Recycle

- BrainPOP Natural Resources
- BrainPOP Humans and the Environment

2 more resources

K.11 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include a) materials and objects can be used over and over again; b) everyday materials can be recycled; and c) energy conservation at home and in school helps ensure resources are available for future use.

• predict what would happen if recycling and reusing were not practiced.

- BrainPOP Jr. Forests
- BrainPOP Jr. Natural Resources

4 more resources

- BrainPOP Humans and the Environment
- BrainPOP Natural Resources

3 more resources

Powered by Academic Benchmarks

Virginia Curriculum Framework > History & Social Science (2015)

Grade K K.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) viewing artifacts and primary and secondary sources to develop an understanding of history.

An artifact is an object or tool that reveals something about the past.

- BrainPOP Jr. Ancient Rome
- BrainPOP Jr. Maya Civilization

- BrainPOP Mummies

Virginia Standards of Learning > History and Social Science (2015)

Grade K Skills
K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) using basic map skills to support an understanding of the community;

- BrainPOP Jr. Reading Maps
- BrainPOP Map Skills

Virginia Standards of Learning > History and Social Science (2015)
Grade K Skills

K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;

- BrainPOP Online Safety

Virginia Standards of Learning > History and Social Science (2015)
Grade K Skills

K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting people, places, or events;

- BrainPOP Jr. Maya Civilization

Virginia Standards of Learning > History and Social Science (2015)
Grade K Skills

K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

g) making connections between past and present;
• BrainPOP Jr. *Maya Civilization*

** Virginia Standards of Learning > History and Social Science (2015) **

**Grade K**

Skills

K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities.

• BrainPOP Jr. *Rights and Responsibilities*

• BrainPOP *Voting*

** Virginia Curriculum Framework > History & Social Science (2015) **

**Grade K**

K.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by b) using basic map skills to support an understanding of the community;

Maps help develop an awareness of where places are located in the community.

• BrainPOP Jr. *Reading Maps*

• BrainPOP Jr. *Landforms*

• BrainPOP *Map Skills*

• BrainPOP *Geography Themes*

** Virginia Curriculum Framework > History & Social Science (2015) **

**Grade K**

K.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by b) using basic map skills to support an understanding of the community;

Using a map involves making observations and connections, asking questions, and reflecting.

• BrainPOP *Map Skills*
Virginia Standards of Learning > History and Social Science (2015)

Grade K

History

K.2 The student will recognize that history describes events and people from other times and places by

b) identifying people who helped establish and lead the local community over time.

• BrainPOP Jr. Community Helpers

History

K.3 The student will sequence events in the past and present and begin to recognize that things change over time.

• BrainPOP Jr. Maya Civilization

Geography

K.5 The student will use simple maps and globes to

a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth;

• BrainPOP Jr. Reading Maps

• BrainPOP Map Skills

Geography

K.5 The student will use simple maps and globes to

b) describe places referenced in historical events, stories, and real-life situations;
The student will use simple maps and globes to:

c) locate land and water features;

d) identify basic map symbols in a map legend; and
K.5 The student will use simple maps and globes to

e) identify places and objects of a familiar area.

- BrainPOP Jr. Reading Maps
- BrainPOP Jr. Homes
- BrainPOP Geography Themes
K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

- BrainPOP Geography Themes

Virginia Curriculum Framework > History & Social Science (2015)

Grade K K.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by d) asking appropriate questions to solve a problem;

- Asking a variety of questions extends learning and deepens understanding.

- BrainPOP Online Safety

Virginia Standards of Learning > History and Social Science (2015)

Grade K Economics

K.9 The student will

- a) recognize that people make choices because they cannot have everything they want; and

- BrainPOP Jr. Needs and Wants

- BrainPOP Jr. Goods and Services

- BrainPOP Jr. Saving and Spending

- BrainPOP Budgets

Virginia Standards of Learning > History and Social Science (2015)

Grade K Economics

K.9 The student will

- b) explain that people work to earn money to buy the things they want.

- BrainPOP Jr. Needs and Wants
BrainPOP Budgets

Virginia Standards of Learning > History and Social Science (2015)
Grade K
Civi
K.10 The student will demonstrate that being a good citizen involves
a) taking turns and sharing;

BrainPOP Jr. Rights and Responsibilities

Virginia Standards of Learning > History and Social Science (2015)
Grade K
Civi
K.10 The student will demonstrate that being a good citizen involves
b) taking responsibility for certain classroom chores;

BrainPOP Jr. Rights and Responsibilities

Virginia Curriculum Framework > History & Social Science (2015)
Grade K
K.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by e) comparing and contrasting people, places, or events;

Communities have different physical and cultural characteristics.

BrainPOP Jr. Community Helpers

BrainPOP Jr. Homes

BrainPOP Jr. Landforms

BrainPOP Geography Themes

BrainPOP Halloween
Virginia Standards of Learning > History and Social Science (2015)

Grade K Civics

K.10 The student will demonstrate that being a good citizen involves

c) taking care of personal belongings and respecting what belongs to others;

• BrainPOP Jr. Rights and Responsibilities

• BrainPOP Voting

Virginia Standards of Learning > History and Social Science (2015)

Grade K Civics

K.10 The student will demonstrate that being a good citizen involves

d) following rules and understanding the consequence of breaking rules;

• BrainPOP Jr. Rights and Responsibilities

• BrainPOP Voting

Virginia Standards of Learning > History and Social Science (2015)

Grade K Civics

K.10 The student will demonstrate that being a good citizen involves

e) practicing honesty, self-control, and kindness to others;

• BrainPOP Jr. Rights and Responsibilities

Virginia Standards of Learning > History and Social Science (2015)
Grade K Civics

**K.10** The student will demonstrate that being a good citizen involves

g) participating successfully in group settings.

- BrainPOP Voting

Virginia Standards of Learning > History and Social Science (2015)

Grade K Civics

**K.11** The student will develop an understanding of how communities express patriotism through events and symbols by

a) recognizing the American flag;

- BrainPOP Jr. U.S. Symbols

- BrainPOP Jr. Statue of Liberty

Virginia Standards of Learning > History and Social Science (2015)

Grade K Civics

**K.11** The student will develop an understanding of how communities express patriotism through events and symbols by

b) recognizing the Pledge of Allegiance;

- BrainPOP Jr. U.S. Symbols

Virginia Standards of Learning > History and Social Science (2015)

Grade K Civics

**K.11** The student will develop an understanding of how communities express patriotism through events and symbols by

d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr.; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

- BrainPOP Jr. Thanksgiving

- BrainPOP Jr. Martin Luther King, Jr.
BrainPOP Jr. George Washington

BrainPOP Thanksgiving

BrainPOP New Year's

Virginia Curriculum Framework > History & Social Science (2015)

Grade K  K.1g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by g) making connections between past and present;

- Everyday life in our community today is different from everyday life long ago.

BrainPOP Jr. Maya Civilization

BrainPOP Jr. Pueblo

Virginia Curriculum Framework > History & Social Science (2015)

Grade K  K.1g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by g) making connections between past and present;

- People, events, and developments have brought changes to the community.

BrainPOP Jr. Community Helpers

Virginia Curriculum Framework > History & Social Science (2015)

Grade K  K.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by h) using a decision-making model to make informed decisions;

- Making choices involves getting more of one thing by giving up something else.

BrainPOP Budgets

Virginia Curriculum Framework > History & Social Science (2015)

Grade K  K.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by h) using a decision-making model to make informed decisions;
A benefit is what satisfies a want.

- BrainPOP Budgets

Virginia Curriculum Framework > History & Social Science (2015)

Grade K

- K.1i The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities;  

  The classroom provides opportunities for students to develop the qualities of a good citizen.

- BrainPOP Jr. Rights and Responsibilities

Virginia Curriculum Framework > History & Social Science (2015)

Grade K

- K.2a, b The student will recognize that history describes events and people from other times and places by a) identifying examples of historical events, stories, and legends that describe the development of the local community; and b) identifying people who helped establish and lead the local community over time.

  Terms to know

  - community: A place where people live, work, and play

- BrainPOP Jr. Community Helpers

Virginia Curriculum Framework > History & Social Science (2015)

Grade K

- K.2a, b The student will recognize that history describes events and people from other times and places by a) identifying examples of historical events, stories, and legends that describe the development of the local community; and b) identifying people who helped establish and lead the local community over time.

  Local schools and divisions may determine community-related events, stories, legends, and people to be studied.

- BrainPOP Jr. School

- BrainPOP Jr. Community Helpers
The student will sequence events in the past and present and begin to recognize that things change over time.

Everyday life today is different from everyday life long ago.

- BrainPOP Jr. Ancient China
- BrainPOP Jr. Pueblo
- BrainPOP Jr. Maya Civilization

Stories and people can describe events from the past.

- BrainPOP Jr. Maya Civilization

Information about events and traditions of the past is gained through the study of Thanksgiving; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

- BrainPOP New Year’s

Events and traditions can be placed in chronological order to show change over time.

- BrainPOP Jr. Maya Civilization

The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth; b) describe places referenced in history.
Maps and globes represent Earth and sometimes include map legends.

- BrainPOP Jr. Reading Maps
- BrainPOP Map Skills

Virginia Curriculum Framework > History & Social Science (2015)
Grade K The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth; b) describe places referenced in historical events, stories, and real-life situations; c) locate land and water features; d) identify basic map symbols in a map legend; and e) identify places and objects of a familiar area.

The location of places referenced in stories and real-life situations can be shown on maps and globes.

- BrainPOP Map Skills

Virginia Curriculum Framework > History & Social Science (2015)
Grade K The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth; b) describe places referenced in historical events, stories, and real-life situations; c) locate land and water features; d) identify basic map symbols in a map legend; and e) identify places and objects of a familiar area.

Land and water features can be found on maps and globes.

- BrainPOP Jr. Continents and Oceans
- BrainPOP Jr. Reading Maps
- BrainPOP Jr. Landforms
- BrainPOP Map Skills
- BrainPOP Savanna
- BrainPOP Geography Themes
The student will use simple maps and globes to a) develop an awareness that a map is a drawing to show where things are located and that a globe is a round model of Earth; b) describe places referenced in historical stories, and real-life situations; c) locate land and water features; d) identify basic map symbols in a map legend; and e) identify places and objects of a familiar area.

- Terms to know
  - symbol: A picture or thing that stands for something else

- BrainPOP Jr. Statue of Liberty

- Maps can show simple representations of classrooms, playgrounds, neighborhoods, rivers, and oceans.

- BrainPOP Jr. Reading Maps

- BrainPOP Jr. Landforms

- BrainPOP Map Skills

- BrainPOP Geography Themes

- Land and water features on maps and globes are shown by different colors.

- BrainPOP Jr. Reading Maps
- BrainPOP Map Skills
- BrainPOP Mount Everest

+ 2 more resources

Virginia Curriculum Framework > History & Social Science (2015)

Grade K

K.6a, b, c The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; and c) show the position of objects.

- Basic concepts about maps and globes
  - Land and water features can be shown on a map as viewed from above.

- BrainPOP Jr. Continents and Oceans
- BrainPOP Jr. Reading Maps
- BrainPOP Jr. Landforms

- BrainPOP Map Skills
- BrainPOP Geography Themes
- BrainPOP Savanna

Virginia Curriculum Framework > History & Social Science (2015)

Grade K

K.6a, b, c The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; and c) show the position of objects.

- Basic concepts about maps and globes
  - Maps and globes show features in a smaller size than they are in real life.

- BrainPOP Jr. Reading Maps
- BrainPOP Jr. Landforms
BrainPOP Map Skills

BrainPOP Geography Themes

Virginia Curriculum Framework > History & Social Science (2015)

Grade K  K.6a, b, c The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; and c) show the position of objects.

• Basic concepts about maps and globes

• Locations can be found using a map, globe, geographic tool, or electronic device.

• BrainPOP Jr. Reading Maps

BrainPOP Map Skills

Virginia Curriculum Framework > History & Social Science (2015)

Grade K  K.6a, b, c The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; and c) show the position of objects.

• Viewing and using simple maps helps to develop an awareness of where people and things are located in the community.

• BrainPOP Jr. Reading Maps

BrainPOP Map Skills

Virginia Curriculum Framework > History & Social Science (2015)

Grade K  K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

• Geography includes the study of locations, climates, and physical surroundings.

• BrainPOP Jr. Reading Maps
K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Location, climate, and physical surroundings affect the way people live.

Terms to know

transportation: A way of moving people and things from one place to another

Types of houses they build.
Grade K  
K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

- Geography affects how people travel from one place to another and determines which recreational activities are available in a location.

- BrainPOP Jr. Transportation

Virginia Curriculum Framework > History & Social Science (2015)
Grade K  
K.8 The student will match simple descriptions of work that people do with the names of those jobs.

- People work at jobs to earn money to meet their wants.

- BrainPOP Jr. Needs and Wants

Virginia Curriculum Framework > History & Social Science (2015)
Grade K  
K.9a, b The student will a) recognize that people make choices because they cannot have everything they want; and b) explain that people work to earn money to buy the things they want.

- People cannot have everything they want. A decision-making model helps people make choices.

- BrainPOP Jr. Needs and Wants

Virginia Curriculum Framework > History & Social Science (2015)
Grade K  
K.9a, b The student will a) recognize that people make choices because they cannot have everything they want; and b) explain that people work to earn money to buy the things they want.

- People have to make choices about things they want.

- BrainPOP Jr. Needs and Wants
Virginia Curriculum Framework > History & Social Science (2015)

Grade K

- **K.9a, b** The student will a) recognize that people make choices because they cannot have everything they want; and b) explain that people work to earn money to buy the things they want.

  - *People work to earn money and use it to buy the things they want.*

  - **BrainPOP Jr. Needs and Wants**

Virginia Curriculum Framework > History & Social Science (2015)

Grade K

- **K.10a, b, c, d, e, f, g** The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings.

  - *Good citizens are involved in their homes, schools, and communities.*

  - **BrainPOP Jr. Rights and Responsibilities**

  - **BrainPOP Voting**
K.10 The student will demonstrate that being a good citizen involves:

- a) taking turns and sharing;
- b) taking responsibility for certain classroom chores;
- c) taking care of personal belongings and respecting what belongs to others;
- d) following rules and understanding the consequence of breaking rules;
- e) practicing honesty, self-control, and kindness to others;
- f) participating in decision making in the classroom; and
- g) participating successfully in group settings.

- Good citizens take responsibility for their own actions.

- BrainPOP Jr. Rights and Responsibilities

- BrainPOP Voting

Terms to know

- community: A place where people live

- BrainPOP Jr. Community Helpers
The student will demonstrate that being a good citizen involves:

- Taking turns and sharing;
- Taking responsibility for certain classroom chores;
- Taking care of personal belongings and respecting what belongs to others;
- Following rules and understanding the consequence of breaking rules;
- Practicing honesty, self-control, and kindness to others;
- Participating in decision making in the classroom;
- Participating successfully in group settings.

**Examples of being a good citizen**

- **Taking turns**
  - [BrainPOP Jr.](https://www.brainpopjr.com)
  - [Rights and Responsibilities](https://www.brainpopjr.com)

- **Sharing**
  - [BrainPOP Jr.](https://www.brainpopjr.com)
  - [Rights and Responsibilities](https://www.brainpopjr.com)
  - [Voting](https://www.brainpop.com)

**Virginia Curriculum Framework > History & Social Science (2015)**

**Grade K**

- The student will demonstrate that being a good citizen involves:
- Taking turns and sharing;
- Taking responsibility for certain classroom chores;
- Taking care of personal belongings and respecting what belongs to others;
- Following rules and understanding the consequence of breaking rules;
- Practicing honesty, self-control, and kindness to others;
- Participating in decision making in the classroom;
- Participating successfully in group settings.

**Examples of being a good citizen**

- **Completing classroom assignments**
  - [BrainPOP Jr.](https://www.brainpopjr.com)
  - [Rights and Responsibilities](https://www.brainpopjr.com)

**Virginia Curriculum Framework > History & Social Science (2015)**
Grade K

**K.10a, b, c, d, e, f, g** The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings.

Examples of being a good citizen

- *Taking care of one's things*
  - BrainPOP Jr. *Rights and Responsibilities*
  - BrainPOP *Voting*

Virginia Curriculum Framework > History & Social Science (2015)

Grade K

**K.10a, b, c, d, e, f, g** The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings.

Examples of being a good citizen

- *Respecting what belongs to others*
  - BrainPOP Jr. *Rights and Responsibilities*
  - BrainPOP *Voting*

Virginia Curriculum Framework > History & Social Science (2015)

Grade K

**K.10a, b, c, d, e, f, g** The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings.

Examples of being a good citizen

- *Being honest*
  - BrainPOP Jr. *Rights and Responsibilities*
K.10a, b, c, d, e, f, g The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings.

Examples of being a good citizen

**Being kind to others**

- BrainPOP Jr. [Rights and Responsibilities](https://www.brainpopjr.com)
- BrainPOP [Voting](https://www.brainpop.com)

K.11a, b, c, d The student will develop an understanding of how communities express patriotism through events by a) recognizing the American flag; b) recognizing the Pledge of Allegiance; c) knowing that the president is the leader of the United States; and d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

*We celebrate holidays to remember people and events of long ago. Some holidays inspire patriotism.*

- BrainPOP [Halloween](https://www.brainpop.com)
- BrainPOP [New Year's](https://www.brainpop.com)
The American flag has white stars on a blue rectangle, and it also has red and white stripes.

The pledge to the American flag is called the Pledge of Allegiance.

The president is the leader of the United States.
United States; and d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

Holidays to know

- **Thanksgiving Day**: This is a day to remember the sharing of the harvest between the American Indians and the Pilgrims. It is observed in November.

- **BrainPOP Jr. Thanksgiving**

- **BrainPOP Thanksgiving**

- **BrainPOP New Year’s**

Virginia Curriculum Framework > History & Social Science (2015)

Grade K [K.11a, b, c, d] The student will develop an understanding of how communities express patriotism through events and symbols by a) recognizing the American flag; b) recognizing the Pledge of Allegiance; c) knowing that the president is the leader of the United States; and d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

Holidays to know

- **Martin Luther King, Jr., Day**: This is a day to remember an African American man who worked so that all people would be treated fairly. It is observed in January.

- **BrainPOP Jr. Martin Luther King, Jr.**

- **BrainPOP New Year’s**

- **BrainPOP Thanksgiving**

Virginia Curriculum Framework > History & Social Science (2015)

Grade K [K.11a, b, c, d] The student will develop an understanding of how communities express patriotism through events and symbols by a) recognizing the American flag; b) recognizing the Pledge of Allegiance; c) knowing that the president is the leader of the United States; and d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

Holidays to know
George Washington Day (Presidents’ Day): This is a day when we honor all presidents of the United States, especially George Washington. It is observed in February.

- BrainPOP Jr. Abraham Lincoln
- BrainPOP Jr. George Washington
- BrainPOP New Year’s
- BrainPOP Thanksgiving

### Virginia Curriculum Framework > History & Social Science (2015)

**Grade K**

- **K.11a, b, c, d** The student will develop an understanding of how communities express patriotism through events by a) recognizing the American flag; b) recognizing the Pledge of Allegiance; c) knowing that the president is the leader of the United States; and d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

#### Holidays to know

- Independence Day (Fourth of July): This is a day to remember when the United States became a country. It is sometimes called America’s birthday. It is observed in July.

- BrainPOP New Year’s
- BrainPOP Thanksgiving

### Virginia Standards of Learning > History and Social Science (2008)

**Grade K**

- **History**

#### K.1 The student will recognize that history describes events and people of other times and places by

- identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, Washington, Betsy Ross, and Abraham Lincoln;

- BrainPOP Jr. Abraham Lincoln
- BrainPOP Jr. George Washington
- BrainPOP George Washington
BrainPOP American Revolution

GameUp Time Zone X: American Revolution

GameUp Time Zone X: George Washington

Virginia Standards of Learning > History and Social Science (2008)

Grade K History

K.1 The student will recognize that history describes events and people of other times and places by

b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).

BrainPOP Jr. Martin Luther King, Jr.

BrainPOP Jr. Thanksgiving

3 more resources

BrainPOP Nobel Prize

BrainPOP Civil Rights

BrainPOP Helen Keller

GameUp Time Zone X: Civil Rights

Virginia Standards of Learning > History and Social Science (2008)

Grade K History

K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

BrainPOP Jr. Ancient China

BrainPOP Jr. Pueblo
Virginia Standards of Learning > History and Social Science (2008)

Grade K Geography

K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

BrainPOP Jr. Maya Civilization

BrainPOP Jr. Ancient Egypt

BrainPOP Jr. Reading Maps

Virginia Standards of Learning > History and Social Science (2008)

Grade K Geography

K.4 The student will use simple maps and globes to

a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;

BrainPOP Jr. Reading Maps

BrainPOP Jr. Landforms

BrainPOP Continents of the World

BrainPOP Map Skills

BrainPOP Geography Themes

Virginia Standards of Learning > History and Social Science (2008)

Grade K Geography

K.4 The student will use simple maps and globes to

b) describe places referenced in stories and real-life situations;
• BrainPOP Jr. **Ancient China**
• BrainPOP Jr. **Ancient Egypt**
• BrainPOP Jr. **Pueblo**
• BrainPOP **Inuit**
• BrainPOP **Continents of the World**
• BrainPOP **Geography Themes**

**Virginia Standards of Learning > History and Social Science (2008)**

**Grade K**

- Geography
  - K.4 The student will use simple maps and globes to
  - c) locate land and water features.

- BrainPOP Jr. **Continents and Oceans**
- BrainPOP Jr. **Landforms**
- BrainPOP Jr. **Reading Maps**

- BrainPOP **Continents of the World**
- BrainPOP **Mount Everest**
- BrainPOP **Geography Themes**

**Virginia Standards of Learning > History and Social Science (2008)**

**Grade K**

- Geography
  - K.5 The student will develop an awareness that maps and globes
  - a) show a view from above;

- BrainPOP Jr. **Reading Maps**
Virginia Standards of Learning > History and Social Science (2008)

Grade K Geography

- **K.5** The student will develop an awareness that maps and globes
  - b) show things in smaller size;

- BrainPOP Jr. Reading Maps

- BrainPOP Map Skills

- BrainPOP Geography Themes

Virginia Standards of Learning > History and Social Science (2008)

Grade K Geography

- **K.5** The student will develop an awareness that maps and globes
  - c) show the position of objects.

- BrainPOP Jr. Reading Maps

- BrainPOP Jr. Continents and Oceans

- BrainPOP Map Skills
Grade K  Economics

**K.6** The student will match simple descriptions of work that people do with the names of those jobs.

- BrainPOP Jr. [Community Helpers](#)

Virginia  Standards of Learning > History and Social Science (2008)

Grade K  Economics

**K.7** The student will

a) recognize that people make choices because they cannot have everything they want;

- BrainPOP Jr. [Needs and Wants](#)
- BrainPOP Jr. [Goods and Services](#)
- BrainPOP Jr. [Saving and Spending](#)
- BrainPOP [Budgets](#)

Virginia  Standards of Learning > History and Social Science (2008)

Grade K  Economics

**K.7** The student will

b) explain that people work to earn money to buy the things they want.

- BrainPOP Jr. [Needs and Wants](#)
- BrainPOP Jr. [Community Helpers](#)
- BrainPOP [Budgets](#)

Virginia  Standards of Learning > History and Social Science (2008)

Grade K  Civics
K.8 The student will demonstrate that being a good citizen involves

a) taking turns and sharing;

- BrainPOP Jr. Bullying
- BrainPOP Jr. Friends
- BrainPOP Voting
- BrainPOP New Year's

Virginia Standards of Learning > History and Social Science (2008)
Grade K Civics

- K.8 The student will demonstrate that being a good citizen involves

  b) taking responsibility for certain classroom chores;

- BrainPOP Jr. Rights and Responsibilities

- Virginia Standards of Learning > History and Social Science (2008)
- Grade K Civics

- K.8 The student will demonstrate that being a good citizen involves

  c) taking care of personal belongings and respecting what belongs to others;

- BrainPOP Jr. Rights and Responsibilities
- BrainPOP Jr. Bullying
- BrainPOP Jr. Friends
- BrainPOP Voting
The student will demonstrate that being a good citizen involves:

- d) following rules and understanding the consequence of breaking rules;
- Virginia Standards of Learning > History and Social Science (2008)

- BrainPOP Jr. Rights and Responsibilities
- BrainPOP Jr. Community Helpers
- BrainPOP Citizenship
- BrainPOP Voting

The student will demonstrate that being a good citizen involves:

- e) practicing honesty, self-control, and kindness to others;
- Virginia Standards of Learning > History and Social Science (2008)

- BrainPOP Voting
- BrainPOP New Year's

The student will demonstrate that being a good citizen involves:

- g) participating successfully in group settings.
- Virginia Standards of Learning > History and Social Science (2008)

- BrainPOP Jr. Friends
- BrainPOP Voting
Grade K Civics

K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

- BrainPOP Jr. U.S. Symbols
- BrainPOP Jr. Branches of Government


Grade K

K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr. Day; Presidents’ Day; and Independence Day (Fourth of July).

- History teaches us about the interesting lives of people long ago.
- BrainPOP Helen Keller


Grade K

K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr. Day; Presidents’ Day; and Independence Day (Fourth of July).

- We celebrate holidays to remember people and events of long ago.
- BrainPOP New Year’s
- BrainPOP Winter Holidays
- BrainPOP Thanksgiving
What can we learn about people and events from long ago?

- BrainPOP Helen Keller
- BrainPOP Nobel Prize
- BrainPOP Online Safety


Grade K

K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King Day; Presidents’ Day; and Independence Day (Fourth of July).

Who are the people that we remember on these holidays?

- BrainPOP Jr. George Washington
- BrainPOP Jr. Martin Luther King, Jr.
- BrainPOP Thanksgiving

Why do we celebrate these holidays?

- BrainPOP Jr. Martin Luther King, Jr.
- BrainPOP Thanksgiving
- BrainPOP Winter Holidays
- BrainPOP New Year’s
K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents’ Day; and Independence Day (Fourth of July).

People to know

Powhatan: He was an American Indian leader when the settlers came to Jamestown. He ruled over many tribes.

BrainPOP Pocahontas

BrainPOP Thirteen Colonies

GameUp Time Zone X: Thirteen Colonies

Pocahontas: She was an American Indian girl, daughter of Powhatan, who came with her father’s people to visit the settlers at Jamestown. She worked to help the settlers receive food from the American Indians.

BrainPOP Pocahontas

George Washington: He was the first president of the United States and is often called the “Father of Our Country.”
The student will recognize that history describes events and people of other times and places by:

- Identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln.
- Identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr. Day; Presidents’ Day; and Independence Day (Fourth of July).

### People to know

**Abraham Lincoln**: He was a United States president and is often called “Honest Abe.”

### Holidays to know

**Thanksgiving Day**: This is a day to remember the sharing of the harvest with the American Indians. It is observed in November.
BrainPOP Jr.  Thanksgiving

BrainPOP  Thanksgiving

BrainPOP  New Year’s


Grade K  K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents’ Day; and Independence Day (Fourth of July).

Holidays to know

Martin Luther King, Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January.

BrainPOP Jr.  Martin Luther King, Jr.


Grade K  K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents’ Day; and Independence Day (Fourth of July).

Holidays to know

Presidents’ Day: This is a day when we honor all presidents of the United States, especially George Washington and Abraham Lincoln. It is observed in February.

BrainPOP Jr.  Abraham Lincoln

BrainPOP Jr.  George Washington


Grade K  K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and
Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents’ Day; and Independence Day (Fourth of July).

Holidays to know

*Independence Day (Fourth of July): This is a day to remember when the United States became a new country, sometimes called America’s birthday. It is observed in July.*

- **BrainPOP** [New Year’s](https://www.brainPOP.com)

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**Virginia Curriculum Framework > Social Studies (2008)**

**Grade K**

K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents’ Day; and Independence Day (Fourth of July).

*Use information from print and non-print sources.*

- **BrainPOP** [New Year’s](https://www.brainPOP.com)
- **BrainPOP** [Winter Holidays](https://www.brainPOP.com)
- **GameUp** [Search Shark](https://www.gameup.org)

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**Virginia Curriculum Framework > Social Studies (2008)**

**Grade K**

K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents’ Day; and Independence Day (Fourth of July).

*Separate fact from fiction.*

- **BrainPOP** [New Year’s](https://www.brainPOP.com)
- **BrainPOP** [Winter Holidays](https://www.brainPOP.com)
Grade K  

K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents' Day; and Independence Day (Fourth of July).

- Identify primary ideas expressed in data.

- BrainPOP New Year's

- BrainPOP Winter Holidays


Grade K  

K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change.

- Everyday life today is different from everyday life long ago.

- BrainPOP Jr. Maya Civilization


Grade K  

K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change.

- Stories and families can describe events from the past.

- BrainPOP Jr. Maya Civilization
K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

How is everyday life today different from everyday life long ago?

- BrainPOP Jr. Maya Civilization

Information about life in the past is gained through the study of Thanksgiving and the stories of Powhatan, Pocahontas, Betsy Ross, George Washington, and Abraham Lincoln.

- BrainPOP Jr. Abraham Lincoln

- BrainPOP George Washington

- GameUp Time Zone X: George Washington

Collect information from print and nonprint sources.

- GameUp Search Shark

Gather and classify information.

- BrainPOP Jr. Maya Civilization
GameUp Search Shark


Grade K K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time. Compare information.

BrainPOP Jr. Maya Civilization

BrainPOP Jr. Pueblo

BrainPOP Inuit


Grade K K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

The location of people, places, and things can be described in terms of their relationship to other people, places, and things.

BrainPOP Jr. Reading Maps

BrainPOP Jr. Continents and Oceans

BrainPOP Geography Themes

BrainPOP Savanna


Grade K K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

There are certain words that help us describe where people, places, and things are located.

BrainPOP Jr. Reading Maps

Grade K

K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

Terms to know

near, far

left, right

Grade K

K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

These words are used daily to describe where people, places, and things are located.


K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

Describe the location of people, places, and things, using positional words.

• BrainPOP Jr. Reading Maps

• BrainPOP Geography Themes

• BrainPOP Map Skills

+ 2 more resources

• BrainPOP Jr. Maya Civilization

• BrainPOP Jr. Reading Maps

• BrainPOP Jr. Continents and Oceans

• BrainPOP Savanna

• BrainPOP Geography Themes

• BrainPOP Great Wall of China
Grade K  K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

* Develop beginning map skills through the manipulation of objects.

- BrainPOP Jr. [Reading Maps](#)

- BrainPOP [Map Skills](#)


Grade K  K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

* Develop fluency in the use of directional words.

- BrainPOP Jr. [Reading Maps](#)


Grade K  K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

* Maps and globes represent the Earth.

- BrainPOP Jr. [Reading Maps](#)

- BrainPOP [Map Skills](#)

- BrainPOP [Geography Themes](#)


Grade K  K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

* The location of places referenced in stories and real-life situations can be shown on maps and globes.

Grade K  K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

Land and water features can be found on maps and globes.

• BrainPOP Jr. Continents and Oceans
• BrainPOP Jr. Landforms
• BrainPOP Jr. Reading Maps

• BrainPOP Continents of the World
• BrainPOP Map Skills

+ 2 more resources


Grade K  K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

What can be used to show a model of the Earth?

• BrainPOP Jr. Reading Maps

• BrainPOP Map Skills
• BrainPOP Geography Themes
The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

How can maps be used to locate areas referenced in stories and real life?

- BrainPOP Geography Themes

How are land and water features shown on maps and globes?

- BrainPOP Jr. Continents and Oceans
- BrainPOP Jr. Landforms
- BrainPOP Jr. Reading Maps
- BrainPOP Map Skills
- BrainPOP Mount Everest
- BrainPOP Continents of the World

Terms to know

- map: A drawing that shows what a place looks like from above

- BrainPOP Jr. Reading Maps
- BrainPOP Map Skills
K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

Terms to know

- globe: A round model of the Earth

Maps or globes can show the location of places referenced in stories and real-life situations.

Maps can show simple drawings of classrooms, playgrounds, neighborhoods, rivers, and oceans.
K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

- BrainPOP Oceans
- BrainPOP Map Skills
- BrainPOP Rivers


- BrainPOP Jr. Continents and Oceans
- BrainPOP Jr. Landforms
- BrainPOP Jr. Reading Maps

- BrainPOP Map Skills
- BrainPOP Mount Everest
- BrainPOP Continents of the World

K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

- BrainPOP Jr. Reading Maps
- BrainPOP Jr. Landforms
- BrainPOP Jr. Continents and Oceans

- BrainPOP Continents of the World
BrainPOP Map Skills

BrainPOP Geography Themes


Grade K

K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

Use resource materials.

BrainPOP Map Skills

GameUp Search Shark


Grade K

K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

Differentiate colored symbols on maps and globes.

BrainPOP Jr. Reading Maps

BrainPOP Map Skills


Grade K

K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; show the position of objects.

Basic map concepts will help students use maps and globes.

BrainPOP Jr. Reading Maps

BrainPOP Jr. Landforms
BrainPOP Map Skills


Grade K

K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

Why are maps and globes important?

• BrainPOP Jr. Reading Maps

• BrainPOP Jr. Landforms

• BrainPOP Jr. Continents and Oceans

BrainPOP Map Skills


Grade K

K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

Basic concepts about maps and globes

They show a view from above.

BrainPOP Jr. Reading Maps

BrainPOP Map Skills


Grade K

K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

Basic concepts about maps and globes

They show things and objects as they are, only smaller.

BrainPOP Jr. Reading Maps
• BrainPOP Map Skills

• BrainPOP Geography Themes


Grade K

K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

Basic concepts about maps and globes

They show the position and/or location of things and objects.

• BrainPOP Jr. Reading Maps

• BrainPOP Map Skills


Grade K

K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

Develop concepts of space by actively exploring the environment.

• BrainPOP Geography Themes

• BrainPOP Map Skills


Grade K

K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

Develop beginning map skills through manipulation of objects.

• BrainPOP Jr. Reading Maps

Grade K  

K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

- Use maps of familiar objects or areas.

- BrainPOP Map Skills

- BrainPOP Jr. Reading Maps

- BrainPOP Jr. Landforms


Grade K  

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

- People work at many jobs.

- BrainPOP Jr. Community Helpers


Grade K  

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

- What are examples of jobs?

- BrainPOP Jr. Community Helpers


Grade K  

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

- Examples of jobs

- Doctors are people who take care of other people when they are sick.
• BrainPOP Jr. Community Helpers

Grade K K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Examples of jobs

Builders are people who build houses and other buildings.

• BrainPOP Jr. Community Helpers

Grade K K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Examples of jobs

Teachers are people who help students learn.

• BrainPOP Jr. Community Helpers

Grade K K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Examples of jobs

Cooks are people who prepare meals.

• BrainPOP Jr. Community Helpers

Grade K K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Examples of jobs

Farmers are people who grow crops and raise animals.
BrainPOP Jr. Community Helpers


Grade K

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Examples of jobs

Firefighters are people who put out fires.

BrainPOP Jr. Community Helpers

GameUp Search Shark


Grade K

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Gather and classify information.

GameUp Search Shark

BrainPOP Jr. Needs and Wants

BrainPOP Jr. Goods and Services

BrainPOP Jr. Saving and Spending

BrainPOP Budgets

K.7 The student will a) recognize that people make choices because they cannot have everything they want; b) explain that people work to earn money to buy the things they want.

- People have to make choices about things they want.

- BrainPOP Jr. Needs and Wants
- BrainPOP Jr. Goods and Services
- BrainPOP Jr. Saving and Spending
- BrainPOP Budgets


K.7 The student will a) recognize that people make choices because they cannot have everything they want; b) explain that people work to earn money to buy the things they want.

- People work to earn money and use it to buy the things they want.

- BrainPOP Jr. Needs and Wants
- BrainPOP Jr. Community Helpers
- BrainPOP Budgets

Why do people have to make choices?

- BrainPOP Jr. Needs and Wants
- BrainPOP Jr. Saving and Spending
- BrainPOP Budgets
K.7 The student will a) recognize that people make choices because they cannot have everything they want; b) explain that people work to earn money to buy the things they want.

How do people earn money to buy the things they want?

- BrainPOP Jr. Needs and Wants
- BrainPOP Jr. Saving and Spending
- BrainPOP Budgets

Terms to know

- choice: Choosing among two or more things
- wants: Things people would like to have - Includes the basic needs—food, clothing, and shelter.
K.7 The student will a) recognize that people make choices because they cannot have everything they want; b) explain that people work to earn money to buy the things they want.

Terms to know

- **money**: What people use to buy the things they want. Paper bills and coins are examples of money.

- BrainPOP Jr. [Needs and Wants](#)
- BrainPOP Jr. [Saving and Spending](#)
- BrainPOP Jr. [Goods and Services](#)

- BrainPOP [Budgets](#)

When people cannot have everything they want, they must choose something and give up something else.

- BrainPOP Jr. [Needs and Wants](#)
- BrainPOP Jr. [Goods and Services](#)
- BrainPOP Jr. [Saving and Spending](#)

- BrainPOP [Budgets](#)

Gather and classify information.

- BrainPOP Jr. [Needs and Wants](#)
• BrainPOP Jr. Saving and Spending

• BrainPOP Jr. Goods and Services

• BrainPOP Budgets

• GameUp Search Shark


Grade K

K.7 The student will a) recognize that people make choices because they cannot have everything they want; b) explain that people work to earn money to buy the things they want.

* Explain simple charts.

• BrainPOP Jr. Saving and Spending
• BrainPOP Jr. Goods and Services

• BrainPOP Budgets


Grade K

K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

* Good citizens are involved in their homes, schools, and communities.

• BrainPOP Jr. Rights and Responsibilities

• BrainPOP Jr. Community Helpers

• BrainPOP Voting
The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

- Good citizens take responsibility for their own actions.

- BrainPOP Jr. Community Helpers

In what ways are good citizens involved in their homes, schools, and communities?

- BrainPOP Jr. Rights and Responsibilities
- BrainPOP Jr. Community Helpers
- BrainPOP Voting

What actions show examples of being a good citizen at school?

- BrainPOP Jr. Rights and Responsibilities
- BrainPOP Voting
Grade K  

K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

What are examples of rules? What are the consequences of breaking rules?

- BrainPOP Jr. Community Helpers
- BrainPOP Jr. Rights and Responsibilities
- BrainPOP Citizenship

Terms to know

community: A place where people live

- BrainPOP Jr. Community Helpers

Examples of being a good citizen

- Taking turns

- BrainPOP Jr. Rights and Responsibilities

Grade K

K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

- **Examples of being a good citizen**

  - **Sharing**
    - Br**ainPO**P Jr. [Rights and Responsibilities](#)


Grade K

K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

- **Examples of being a good citizen**

  - **Completing classroom chores**
    - Br**ainPO**P Jr. [Rights and Responsibilities](#)


Grade K

K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

- **Examples of being a good citizen**

  - **Taking care of one’s things**
    - Br**ainPO**P Jr. [Rights and Responsibilities](#)

- Br**ainPO**P [Voting](#)
K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

Examples of being a good citizen

- **Respecting what belongs to others**
  - BrainPOP Jr. [Rights and Responsibilities](#)

- **Being honest**
  - BrainPOP [Voting](#)

- **Being kind to others**
  - BrainPOP Jr. [Rights and Responsibilities](#)
K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

Participate in groups and democratic society.

Grade K The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.
The United States has a national flag.

- BrainPOP Jr. U.S. Symbols

Grade K  K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

- The United States has a national pledge to the flag.

- BrainPOP Jr. U.S. Symbols

Grade K  K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

- The United States has a leader, who is called the president.

- BrainPOP Jr. Branches of Government

- BrainPOP Jr. President

Grade K  K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

- What does the American flag look like?

- BrainPOP Jr. U.S. Symbols

Grade K  K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

- What is the name of the pledge to the American flag?
• **BrainPOP Jr.** [U.S. Symbols](#)

**Virginia Curriculum Framework > Social Studies (2008)**

Grade K

- K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

  - *What is the name given to the leader of the United States?*

- **BrainPOP Jr.** [President](#)

  - **BrainPOP** [Abraham Lincoln](#)

- **GameUp** [Time Zone X: Abe Lincoln](#)

**Virginia Curriculum Framework > Social Studies (2008)**

Grade K

- K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

  - *The American flag has white stars on a blue rectangle, and it also has red and white stripes.*

- **BrainPOP Jr.** [U.S. Symbols](#)

**Virginia Curriculum Framework > Social Studies (2008)**

Grade K

- K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

  - *The pledge to the American flag is called the Pledge of Allegiance.*

- **BrainPOP Jr.** [U.S. Symbols](#)

**Virginia Curriculum Framework > Social Studies (2008)**

Grade K

- K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.
The president is the leader of the United States.

- BrainPOP Jr. Branches of Government
- BrainPOP Jr. President


Grade K

- K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

  Participate in groups and democratic society.

- BrainPOP Jr. Community Helpers
- BrainPOP Political Beliefs
- BrainPOP Voting

Powered by Academic Benchmarks


Grade K

- Scientific Investigation, Reasoning, and Logic

  K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which

  a) basic characteristics or properties of objects are identified by direct observation;

- BrainPOP Jr. Physical and Chemical Changes
- BrainPOP Measuring Matter
- BrainPOP Science Projects
- BrainPOP Scientific Method
K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which 

a) basic characteristics or properties of objects are identified by direct observation; 
b) observations are made from multiple positions to achieve different perspectives; 
c) a set of objects is sequenced according to size; 
d) a set of objects is separated into two groups based on a single physical characteristic; 
e) nonstandard units are used to measure the length, mass, and volume of common objects; 
f) observations and predictions are made for an unseen member in a sequence of objects; 
g) a question is developed and predictions are made from one or more observations; 
h) observations are recorded; 
i) picture graphs are constructed; 
j) unusual or unexpected results in an activity are recognized; 
and 
k) objects are described both pictorially and verbally.

observe objects and describe their basic properties. These properties include color, shape (circle, triangle, square, rectangle), size (big, little, large, small), texture (rough, smooth, hard, soft), and weight (heavy, light).

- **BrainPOP Jr.** [Physical and Chemical Changes](#)  
- **BrainPOP Jr.** [Sink or Float](#)  
- **BrainPOP** [Measuring Matter](#)  

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**Virginia Standards of Learning > Science (2010)**

**Grade K**

- **Scientific Investigation, Reasoning, and Logic**

  - **K.1** The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which

    - b) **observations are made from multiple positions to achieve different perspectives;**

- **BrainPOP Jr.** [Science Skills](#)  
- **BrainPOP** [Scientific Method](#)  

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**Virginia Standards of Learning > Science (2010)**

**Grade K**

- **Scientific Investigation, Reasoning, and Logic**

  - **K.1** The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which

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c) a set of objects is sequenced according to size;

- BrainPOP Jr. Physical and Chemical Changes

- BrainPOP Measuring Matter


Grade K

Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which

- d) a set of objects is separated into two groups based on a single physical characteristic;

- BrainPOP Jr. Physical and Chemical Changes

- BrainPOP Jr. Solids, Liquids, and Gases

2 more resources

- BrainPOP Measuring Matter

- GameUp Matter Sorter


Grade K

Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which a) basic characteristics or properties of objects are identified by direct observation; b) observations are made from multiple positions to achieve different perspectives; c) a set of objects is sequenced according to size; d) a set of objects is separated into two groups based on a single physical characteristic; e) nonstandard units are used to measure the length, mass, and volume of common objects; f) observations and predictions are made for an unseen member in a sequence of objects; g) a question is developed and predictions are made from one or more observations; h) observations are recorded; i) picture graphs are constructed; j) unusual or unexpected results in an activity are recognized; and k) objects are described both pictorially and verbally.
separate a set of objects into two groups based on a single physical characteristic, including color, shape, size, texture, and weight.

- BrainPOP Jr. Sink or Float

- GameUp Matter Sorter


Grade K  ➔ Scientific Investigation, Reasoning, and Logic

- K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which
  - e) nonstandard units are used to measure the length, mass, and volume of common objects;

- BrainPOP Jr. Science Skills

- BrainPOP Jr. Science Tools

- BrainPOP Measuring Matter


Grade K  ➔ Scientific Investigation, Reasoning, and Logic

- K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which
  - a) basic characteristics or properties of objects are identified by direct observation;
  - b) observations are made from multiple positions to achieve different perspectives;
  - c) a set of objects is sequenced according to size;
  - d) a set of objects is separated into two groups based on a single physical characteristic;
  - e) nonstandard units are used to measure the length, mass, and volume of common objects;
  - f) observations and predictions are made for an unseen member in a sequence of objects;
  - g) a question is developed and predictions are made from one or more observations;
  - h) observations are recorded;
  - i) picture graphs are constructed;
  - j) unusual or unexpected results in an activity are recognized;
  - k) objects are described both pictorially and verbally.

  measure common objects with nonstandard units. Examples of nonstandard units include hands, pennies, and drinking cups for determining length; holding and comparing two different objects for determining mass; and liquids put in drinking cups for determining volume.

- BrainPOP Jr. Science Tools

Grade K

Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which

f) observations and predictions are made for an unseen member in a sequence of objects;

• BrainPOP Jr. Making and Testing Predictions
• BrainPOP Jr. Science Skills

• BrainPOP Science Projects
• BrainPOP Scientific Method


Grade K

Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which

a) basic characteristics or properties of objects are identified by direct observation;
b) observations are made from multiple positions to achieve different perspectives;
c) a set of objects is sequenced according to size;
d) a set of objects is separated into two groups based on a single physical characteristic;
e) nonstandard units are used to measure the length, mass, and volume of common objects;
f) observations and predictions are made for an unseen member in a sequence of objects;
g) a question is developed and predictions are made from one or more observations are recorded;
i) picture graphs are constructed;
j) unusual or unexpected results in an activity are recognized;

k) objects are described both pictorially and verbally.

predict an unseen member in a sequence of objects to complete a pattern.

• BrainPOP Jr. Making and Testing Predictions
• BrainPOP Jr. Science Skills

• BrainPOP Seasons
The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which:

g) a question is developed and predictions are made from one or more observations;

- BrainPOP Jr. **Making and Testing Predictions**
- BrainPOP Jr. **Science Skills**
- BrainPOP **Science Projects**
- BrainPOP **Scientific Method**
Grade K  ★ Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which:

h) observations are recorded;

- BrainPOP Jr. Science Skills


Grade K  ★ Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which:

a) basic characteristics or properties of objects are identified by direct observation;

b) observations are made from multiple positions to achieve different perspectives;

c) a set of objects is sequenced according to size;

d) a set of objects is separated into two groups based on a single physical characteristic;

e) nonstandard units are used to measure the length, mass, and volume of common objects;

f) observations and predictions are made for an unseen member in a sequence of objects;

g) a question is developed and predictions are made from one or more observations;

h) observations are recorded;

i) picture graphs are constructed;

j) unusual or unexpected results in an activity are recognized; and

k) objects are described both pictorially and verbally.

- BrainPOP Jr. Making and Testing Predictions

- BrainPOP Jr. Science Skills


Grade K  ★ Scientific Investigation, Reasoning, and Logic
K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

i) picture graphs are constructed;

- BrainPOP Jr. Science Skills


Grade K  Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which a) basic characteristics or properties of objects are identified by direct observation; b) observations are made from multiple positions to achieve different perspectives; c) a set of objects is sequenced according to size; d) a set of objects is separated into two groups based on a single physical characteristic; e) nonstandard units are used to measure the length, mass, and volume of common objects; f) observations and predictions are made for an unseen member in a sequence of objects; g) a question is developed and predictions are made from one or more observations are recorded; i) picture graphs are constructed; j) unusual or unexpected results in an activity are recognized; and k) objects are described both pictorially and verbally.

record observations using pictures.

- BrainPOP Jr. Science Skills


Grade K  Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

j) unusual or unexpected results in an activity are recognized; and

- BrainPOP Jr. Science Skills

- BrainPOP Science Projects

- BrainPOP Scientific Method

K.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by conducting investigations in which a) basic characteristics or properties of objects are identified by direct observation; observations are made from multiple positions to achieve different perspectives; c) a set of objects is sequenced according to size; d) a set of objects is separated into two groups based on a single physical characteristic; e) nonstandard units are used to measure the length, mass, and volume of common objects; f) observations and predictions are made for an unseen member in a sequence of objects; g) a question is developed and predictions are made from one or more observations; h) observations are recorded; i) picture graphs are constructed; j) unusual or unexpected results in an activity are recognized; and k) objects are described both pictorially and verbally.

*construct picture graphs using 10 or fewer units.*

- BrainPOP Jr. [Science Skills](#)

K.2 The student will investigate and understand that humans have senses that allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings.

a) *the five senses and corresponding sensing organs; and*

- BrainPOP [Smell](#)
**Virginia Standards of Learning > Science (2010)**

Grade K

Scientific Investigation, Reasoning, and Logic

- K.2 The student will investigate and understand that humans have senses that allow them to seek, find, take in, and respond to information in order to learn about their surroundings.

  - b) sensory descriptors used to describe common objects and phenomena.

**BrainPOP Hearing**

**BrainPOP Touch**

**Virginia Curriculum Framework > Science (2010)**

Grade K

Scientific Investigation, Reasoning, and Logic

- K.2 The student will investigate and understand that humans have senses that allow them to seek, find, take in, and respond to information in order to learn about their surroundings. Key concepts include a) the five senses and corresponding sensing organs; and b) sensory descriptors used to describe common objects and phenomena.

  - identify and describe the five senses: taste, touch, smell, hearing, and sight.

**BrainPOP Jr. Science Skills**

**BrainPOP Jr. Physical and Chemical Changes**

**BrainPOP Touch**

**BrainPOP Hearing**

**BrainPOP Smell**

**BrainPOP Taste**

**Virginia Curriculum Framework > Science (2010)**

Grade K

Scientific Investigation, Reasoning, and Logic

- K.2 The student will investigate and understand that humans have senses that allow them to seek, find, take in, and respond to information in order to learn about their surroundings. Key concepts include a) the five senses and corresponding sensing organs; and b) sensory descriptors used to describe common objects and phenomena.
match each sensing organ (eye, ear, nose, tongue, and skin) with its associated sense.

- **BrainPOP Jr.** Fish

- **BrainPOP** Smell

- **BrainPOP** Taste

3 more resources

**Virginia Curriculum Framework > Science (2010)**

**Grade K**

- **Scientific Investigation, Reasoning, and Logic**

  - **K.2** The student will investigate and understand that humans have senses that allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings. Key concepts include a) the five senses and corresponding sensing organs; and b) sensory descriptors used to describe common objects and phenomena.

  - match sensory descriptors with the senses (taste: sweet, sour, bitter, salty; touch: rough, smooth, hard, soft, cold, warm, hot; hearing: loud, soft, high, low; sight: bright, dull, color, black, white; smell: strong, faint, bad, and good).

  - **BrainPOP Jr.** Science Skills

**Virginia Standards of Learning > Science (2010)**

**Grade K**

- **Force, Motion, and Energy**

  - **K.3** The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications.

  - a) magnetism and its effects; and

  - **BrainPOP Jr.** Magnets

  - **BrainPOP Jr.** Scientific Method

  - **BrainPOP** Magnetism
Grade K  Force, Motion, and Energy

K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications.

   b) useful applications of magnetism.

   • BrainPOP Magnetism

Grade K  Force, Motion, and Energy

   K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include a) magnetism and its effects; and b) useful applications of magnetism.

   predict and test which common objects will be attracted to magnets and which will not be attracted to magnets.

   • BrainPOP Magnetism

Grade K  Force, Motion, and Energy

   K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include a) magnetism and its effects; and b) useful applications of magnetism.

   classify objects as being attracted or not attracted to magnets, such as an iron nail, an iron-bearing paper clip, cereal, and a book.

   • BrainPOP Magnetism

Grade K  Matter

   K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described.

   a) colors of objects;
BrainPOP Jr. Physical and Chemical Changes


Grade K  Force, Motion, and Energy

K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include a) magnetism and its effects; and b) useful applications of magnetism.

explain in their own words how an object such as an iron nail, an iron-bearing paper clip, cereal, or a book is affected by a magnet.

BrainPOP Magnetism


Grade K  Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described.

b) shapes and forms of objects;

BrainPOP Jr. Physical and Chemical Changes


Grade K  Force, Motion, and Energy

K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include a) magnetism and its effects; and b) useful applications of magnetism.

identify items in the home or school that contain a magnet or magnets, such as can openers, magnetized screwdrivers, magnetic games, magnetic cabinet door latches, refrigerator magnets, and magnetic letters.

BrainPOP Magnetism

The student will investigate and understand that the position, motion, and physical properties of an object can be described.

c) textures and feel of objects;

- BrainPOP Jr. Physical and Chemical Changes

- BrainPOP Jr. Sink or Float

- BrainPOP Measuring Matter

- BrainPOP Rainbows
K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include a) colors of objects; b) shapes and forms of objects; c) textures and feel of objects; d) relative sizes and weights of objects; and e) relative positions and speed of objects.

- identify and name a circle, triangle, square, and rectangle.

- BrainPOP Jr. Physical and Chemical Changes


Grade K Matter

K.5 The student will investigate and understand that water flows and has properties that can be observed and tested.

- a) water occurs in different phases;

- BrainPOP Jr. Water Cycle

- BrainPOP Water Cycle

- BrainPOP Snowflakes

- BrainPOP Water Supply


Grade K Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include a) colors of objects; b) shapes and forms of objects; c) textures and feel of objects; d) relative sizes and weights of objects; and e) relative positions and speed of objects.

- compare and contrast objects that are flexible, stiff, straight, and/or curved.

- BrainPOP Jr. Physical and Chemical Changes


Grade K Matter
K.5 The student will investigate and understand that water flows and has properties that can be observed and tested.

b) water flows downhill; and

- BrainPOP Measuring Matter

Grade K Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include a) colors of objects; b) shapes and forms of objects; c) textures and feel of objects; d) relative sizes and weights of objects; and e) relative positions and speed of objects.

- BrainPOP Jr. Physical and Chemical Changes

Grade K Matter

K.5 The student will investigate and understand that water flows and has properties that can be observed and tested.

c) some materials float in water, while others sink.

- BrainPOP Jr. Sink or Float

Grade K Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include a) colors of objects; b) shapes and forms of objects; c) textures and feel of objects; d) relative sizes and weights of objects; and e) relative positions and speed of objects.

- BrainPOP Jr. Physical and Chemical Changes

- BrainPOP Jr. Sink or Float
BrainPOP Measuring Matter


Grade K Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include a) colors of objects; b) shapes and forms of objects; c) textures and feel of objects; d) relative sizes and weights of objects; and e) relative positions and speed of objects.

measure objects, using nonstandard units, and direct comparisons.

BrainPOP Jr. Science Tools


Grade K Life Processes

K.6 The student will investigate and understand the differences between living organisms and nonliving objects. Key concepts include a) living organisms have certain characteristics that distinguish them from nonliving objects including growth, response to the environment, having offspring, and the need for food, air, and water.

BrainPOP Jr. Ocean Habitats

BrainPOP Jr. Insects

BrainPOP Jr. Plant Adaptations

BrainPOP Pollination

BrainPOP Bats

3 more resources

GameUp Construct-a-Saurus

Grade K

Matter

K.5 The student will investigate and understand that water flows and has properties that can be observed and tested. Key concepts include a) water occurs in different phases; b) water flows downhill; and c) some materials float in water while others sink.

- classify examples of the different phases of water (solid, liquid, and gas).

- BrainPOP Jr. Changing States of Matter
- BrainPOP Jr. Solids, Liquids, and Gases
- BrainPOP Jr. Physical and Chemical Changes
- GameUp Matter Sorter


Grade K

Life Processes

K.7 The student will investigate and understand basic needs and life processes of plants and animals.

- a) animals need adequate food, water, shelter, air, and space to survive;

- BrainPOP Jr. Mammals
- BrainPOP Jr. Migration

8 more resources

- BrainPOP Pandas
- BrainPOP Bats

4 more resources

- GameUp Construct-a-Saurus
Matter

K.5 The student will investigate and understand that water flows and has properties that can be observed and tested. Key concepts include a) water occurs in different phases; b) water flows downhill; and c) some materials float in water, while others sink.

describe the natural flow of water.

- BrainPOP Jr. Sink or Float

Life Processes

K.7 The student will investigate and understand basic needs and life processes of plants and animals.

b) plants need nutrients, water, air, light, and a place to grow to survive;

- BrainPOP Jr. Mammals
- BrainPOP Jr. Parts of a Plant

- BrainPOP Plant Growth
- BrainPOP Carnivorous Plants
- BrainPOP Reptiles

K.7 The student will investigate and understand basic needs and life processes of plants and animals.

c) plants and animals change as they grow, have varied life cycles, and eventually die; and

- BrainPOP Jr. Plant Life Cycle
BrainPOP Jr. **Frogs**

BrainPOP Jr. **Plant Adaptations**

BrainPOP **Metamorphosis**

BrainPOP **Plant Growth**

4 more resources

**Virginia Curriculum Framework > Science (2010)**

**Grade K**  
- **Matter**
  - K.5 The student will investigate and understand that water flows and has properties that can be observed and tested. Key concepts include a) water occurs in different phases; b) water flows downhill; and c) some materials float in water, while others sink.
  - *predict whether items will float or sink when placed in water. Items to use include wood, metal, paper, and plastics.*

BrainPOP Jr. **Sink or Float**

**Virginia Standards of Learning > Science (2010)**

**Grade K**  
- **Life Processes**
  - K.7 The student will investigate and understand basic needs and life processes of plants and animals.
  - d) *offspring of plants and animals are similar but not identical to their parents or to one another.*

BrainPOP **Invertebrates**

BrainPOP **Pandas**

BrainPOP **Giant Squid**

BrainPOP **Bats**

**Virginia Curriculum Framework > Science (2010)**

**Grade K**  
- **Life Processes**
K.6 The student will investigate and understand the differences between living organisms and nonliving objects. Key concepts include a) all things can be classified as living or nonliving; and b) living organisms have certain characteristics that distinguish them from nonliving objects including growth, movement, response to the environment, having offspring, and the need for food, air, and water.

- *BrainPOP Jr.* [Migration](#)
- *BrainPOP Jr.* [Parts of a Plant](#)

7 more resources

- *BrainPOP* [Pandas](#)
- *BrainPOP* [Invertebrates](#)

3 more resources

- *GameUp* [Construct-a-Saurus](#)

**Virginia Standards of Learning > Science (2010)**

**Grade K**

- Interrelationships in Earth/Space Systems

  K.8 The student will investigate and understand that shadows occur when light is blocked by an object.

  a) *shadows occur in nature when sunlight is blocked by an object; and*

- *BrainPOP Jr.* [Light](#)

- *BrainPOP* [Light](#)

**Virginia Standards of Learning > Science (2010)**

**Grade K**

- Interrelationships in Earth/Space Systems

  K.8 The student will investigate and understand that shadows occur when light is blocked by an object.
b) shadows can be produced by blocking artificial light sources.

- BrainPOP Jr. [Light](#)

- BrainPOP [Light](#)

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**Virginia Curriculum Framework > Science (2010)**

**Grade K**  
**Life Processes**

- K.6 The student will investigate and understand the differences between living organisms and nonliving objects. Key concepts include: a) all things can be classified as living or nonliving; and b) living organisms have certain characteristics that distinguish them from nonliving objects including growth, movement, response to the environment, having offspring, and the need for food, air, and water.

  - classify items by living or nonliving.

- BrainPOP [Ecosystems](#)

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**Virginia Curriculum Framework > Science (2010)**

**Grade K**  
**Life Processes**

- K.7 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include: a) animals need adequate food, water, shelter, air, and space to survive; b) plants need nutrients, water, air, light, and place to grow to survive; c) plants and animals change as they grow, have varied life cycles, and eventually die; d) offspring of plants and animals are similar but not identical to their parents or to one another.

  - describe the life needs of animals. The life needs are food, water, shelter, air, and space.

- BrainPOP Jr. [Migration](#)

- BrainPOP Jr. [Fish](#)

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**5 more resources**

- BrainPOP [Bats](#)

- BrainPOP [Pandas](#)

- BrainPOP [Metamorphosis](#)

Grade K  Earth Patterns, Cycles, and Change

K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life.
  a) weather observations;

- BrainPOP Jr. Fall
- BrainPOP Jr. Seasons
- BrainPOP Jr. Winter

- BrainPOP Science Projects
- BrainPOP Scientific Method


Grade K  Life Processes

K.7 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include:
  a) animals need adequate food, water, shelter, air, and space to survive;
  b) plants need nutrients, water, air, light, and a place to grow to survive;
  c) plants and animals change as they grow, have varied life cycles, and eventually die;
  d) offspring of plants and animals are similar but not identical to their parents or to one another.

describe the life needs of plants. The life needs are nutrients, water, air, light, and a place that has adequate space for them to grow.

- BrainPOP Jr. Migration
- BrainPOP Jr. Parts of a Plant

5 more resources

- GameUp Construct-a-Saurus
Grade K

Life Processes

K.7 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include:

a) animals need adequate food, water, shelter, air, and space to survive;
b) plants need nutrients, water, air, light, and a place to grow to survive;
c) plants and animals change as they grow, have varied life cycles, and eventually die; offspring of plants and animals are similar but not identical to their parents or to one another.

d) predict what will happen to animals and plants if life needs are not met.

- BrainPOP Jr. Rainforests
- BrainPOP Metamorphosis
- BrainPOP Pandas
- BrainPOP Bats


Grade K

Earth Patterns, Cycles, and Change

K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life.

c) animal and plant growth.

- BrainPOP Jr. Parts of a Plant
- BrainPOP Jr. Plant Life Cycle

2 more resources

- BrainPOP Pandas
- BrainPOP Invertebrates
- BrainPOP Bats
- GameUp Construct-a-Saurus
K.7 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include:

a) animals need adequate food, water, shelter, air, and space to survive; 
b) plants need nutrients, water, air, light, and a place to grow to survive; 
c) plants and animals change as they grow, have varied life cycles, and eventually die; and 
d) offspring of plants and animals are similar but not identical to their parents or to one another.

describe some simple changes animals undergo during their life cycles. This may include changes in their body size, color, covering, or shape.

• BrainPOP Jr. Mammals

• BrainPOP Jr. Plant Life Cycle

2 more resources

• BrainPOP Invertebrates

• BrainPOP Metamorphosis

3 more resources

• BrainPOP Jr. Plant Life Cycle

• BrainPOP Jr. Plant Adaptations

• BrainPOP Plant Growth

• BrainPOP Asexual Reproduction

Grade K  Life Processes

- K.7 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include:
  a) animals need adequate food, water, shelter, air, and space to survive; b) plants need nutrients, water, air, light, and place to grow to survive; c) plants and animals change as they grow, have varied life cycles, and eventually die; d) offspring of plants and animals are similar but not identical to their parents or to one another.
  - compare and contrast young plants and animals with their parents, using pictures and/or live organisms.


Grade K  Earth Patterns, Cycles, and Change

- K.10 The student will investigate and understand that change occurs over time and rates may be fast or slow.
  - b) changes can be observed and measured.

- BrainPOP Jr.  Science Skills
- BrainPOP Jr.  Science Tools
- BrainPOP Jr.  Physical and Chemical Changes
- BrainPOP  Measuring Matter
- BrainPOP  Science Projects
- BrainPOP  Scientific Method


Grade K  Interrelationships in Earth/Space Systems
K.8 The student will investigate and understand that shadows occur when light is blocked by an object. Key concepts include a) shadows occur in nature when sunlight is blocked by an object; and b) shadows can be produced by blocking artificial light sources.

- identify a shadow.

- BrainPOP Jr. Sun

Grade K Earth Resources

- K.11 The student will investigate and understand that materials can be reused, recycled, and conserved.

  - a) materials and objects can be used over and over again;

- BrainPOP Jr. Forests

- BrainPOP Jr. Energy Sources

2 more resources

- BrainPOP Natural Resources

- BrainPOP Recycling

2 more resources

Grade K Interrelationships in Earth/Space Systems

- K.8 The student will investigate and understand that shadows occur when light is blocked by an object. Key concepts include a) shadows occur in nature when sunlight is blocked by an object; and b) shadows can be produced by blocking artificial light sources.

  - describe how shadows occur.

- BrainPOP Jr. Sun

Grade K  📣 Earth Resources

- **K.11** The student will investigate and understand that materials can be reused, recycled, and conserved.
  - b) *everyday materials can be recycled; and*

- BrainPOP Jr. [Forests](#)
- BrainPOP Jr. [Reduce, Reuse, Recycle](#)

+ 2 more resources

- BrainPOP [Natural Resources](#)
- BrainPOP [Recycling](#)

+ 2 more resources


Grade K  📣 Interrelationships in Earth/Space Systems

- **K.8** The student will investigate and understand that shadows occur when light is blocked by an object. Key concepts include a) shadows occur in nature when sunlight is blocked by an object; and b) shadows can be produced by blocking artificial light sources.

  - *identify and describe sources of light — sun, electric lights, and flashlights — that can produce shadows.*

- BrainPOP Jr. [Light](#)
- BrainPOP Jr. [Sun](#)


Grade K  📣 Earth Resources

- **K.11** The student will investigate and understand that materials can be reused, recycled, and conserved.
  - c) *water and energy conservation at home and in school helps ensure resources are available for future use.*

- BrainPOP Jr. [Natural Resources](#)
- BrainPOP Jr. [Energy Sources](#)
• BrainPOP Jr. *Reduce, Reuse, Recycle*

• BrainPOP *Humans and the Environment*

• BrainPOP *Natural Resources*

+ 2 more resources

**Virginia Curriculum Framework > Science (2010)**

**Grade K**

- Earth Patterns, Cycles, and Change

  - **K.9** The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include a) weather observations; b) the shapes and forms of many common natural objects including seeds, cones, and leaves; and c) animal and plant growth.

  - *observe and identify daily weather conditions — sunny, rainy, cloudy, snowy, windy, warm, hot, cool, and cold.*

• BrainPOP Jr. *Seasons*

• BrainPOP Jr. *Winter*

+ 2 more resources

• BrainPOP *Clouds*

• BrainPOP *Weather*

+ 4 more resources

**Virginia Curriculum Framework > Science (2010)**

**Grade K**

- Earth Patterns, Cycles, and Change

  - **K.9** The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include a) weather observations; b) the shapes and forms of many common natural objects including seeds, cones, and leaves; and c) animal and plant growth.

  - *predict daily weather based on basic observable conditions.*

• BrainPOP *Weather*
K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include a) weather observations; b) the shapes and forms of many common natural objects including seeds, cones, leaves; and c) animal and plant growth.

- chart daily weather conditions.

- **BrainPOP Jr.** [Water Cycle](#)

- **BrainPOP** [Weather](#)

K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include a) weather observations; b) the shapes and forms of many common natural objects including seeds, cones, leaves; and c) animal and plant growth.

- identify simple patterns in natural objects — veins in a leaf, spiral patterns in cones, shapes and colors of common seeds.

- **BrainPOP Jr.** [Physical and Chemical Changes](#)

K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include a) weather observations; b) the shapes and forms of many common natural objects including seeds, cones, leaves; and c) animal and plant growth.

- describe how animals and plants change as they grow.

- **BrainPOP Jr.** [Plant Life Cycle](#)

- **BrainPOP Jr.** [Frogs](#)
• BrainPOP Jr. Plant Adaptations

• BrainPOP Plant Growth

• BrainPOP Metamorphosis

+ 3 more resources


Grade K

Earth Patterns, Cycles, and Change

K.10 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include a) natural and human-made things may change over time; and b) changes can be observed and measured.

predict how their own height will change over the school year. Measure and graph the information.

• BrainPOP Jr. Science Skills

• BrainPOP Jr. Science Tools

• BrainPOP Jr. Sink or Float


Grade K

Earth Patterns, Cycles, and Change

K.10 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include a) natural and human-made things may change over time; and b) changes can be observed and measured.

describe how people cause things to change (e.g., demolition of buildings, construction of buildings, cutting trees, planting trees, and building highways).

• BrainPOP Jr. Mammals

• BrainPOP Jr. Arctic Habitats

+ 5 more resources

• BrainPOP Volcanoes
BrainPOP Humans and the Environment

4 more resources


Grade K Earth Patterns, Cycles, and Change

K.10 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include a) natural and human-made things may change over time; and b) changes can be observed and measured.

describe how things change naturally. This includes seasonal changes, the growth in seeds and common plants, growth of common animals, and the weather.

BrainPOP Jr. Summer

BrainPOP Jr. Forests

BrainPOP Jr. Insects

BrainPOP Autumn Leaves


Grade K Earth Patterns, Cycles, and Change

K.10 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include a) natural and human-made things may change over time; and b) changes can be observed and measured.

identify examples of fast changes and slow changes. Slow changes should be the kinds of familiar changes that occur over weeks, months, or seasons. (Students are not responsible for long-term changes).

BrainPOP Jr. Fast Land Changes

BrainPOP Tsunami

BrainPOP Weathering

BrainPOP Natural Disasters
K.11 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include a) materials and objects can be used over and over again; b) everyday materials can be recycled; and c) energy conservation at home and in school helps ensure resources are available for future use.

give examples of objects, such as paper, plastic containers, and glass containers, that can be recycled.

- BrainPOP Jr. Reduce, Reuse, Recycle
- BrainPOP Jr. Energy Sources
- BrainPOP Natural Resources
- BrainPOP Recycling

K.11 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include a) materials and objects can be used over and over again; b) everyday materials can be recycled; and c) energy conservation at home and in school helps ensure resources are available for future use.

identify materials that can be reused.

- BrainPOP Jr. Forests
- BrainPOP Jr. Natural Resources

2 more resources

- BrainPOP Humans and the Environment
- BrainPOP Natural Resources
- BrainPOP Air Pollution
K.11 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include a) materials and objects can be used over and over again; b) everyday materials can be recycled; and c) water and energy conservation at home and in school helps ensure resources are available for future use.

- describe the difference between recycle and reuse.

- BrainPOP Jr. Energy Sources
- BrainPOP Jr. Ocean Habitats
- BrainPOP Natural Resources
- BrainPOP Air Pollution


K.11 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include a) materials and objects can be used over and over again; b) everyday materials can be recycled; and c) water and energy conservation at home and in school helps ensure resources are available for future use.

- name ways to conserve water and energy.

- BrainPOP Jr. Energy Sources
- BrainPOP Jr. Natural Resources

2 more resources

- BrainPOP Groundwater
- BrainPOP Humans and the Environment

4 more resources

The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include:

- a) materials and objects can be used over and over again;
- b) everyday materials can be recycled;
- c) water and energy conservation at home and in school helps ensure resources are available for future use.

*describe how to properly dispose of a given material — paper, oil, aluminum, glass, and plastics — by recycling.*

- BrainPOP Jr. **Energy Sources**
- BrainPOP Jr. **Natural Resources**
- BrainPOP Jr. **Reduce, Reuse, Recycle**
- BrainPOP **Natural Resources**
- BrainPOP **Humans and the Environment**

**Virginia Curriculum Framework > Science (2010)**

**Grade K**

- Earth Resources

*K.11 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include:
- a) materials and objects can be used over and over again;
- b) everyday materials can be recycled;
- c) water and energy conservation at home and in school helps ensure resources are available for future use.

*predict what would happen if recycling and reusing were not practiced.*

- BrainPOP Jr. **Forests**
- BrainPOP Jr. **Natural Resources**

4 more resources

- BrainPOP **Humans and the Environment**
- BrainPOP **Natural Resources**

3 more resources
K.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) viewing artifacts and primary and secondary sources to develop an understanding of history; 

An artifact is an object or tool that reveals something about the past.

- BrainPOP Jr. Ancient Rome
- BrainPOP Jr. Maya Civilization
- BrainPOP Mummies

K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) using basic map skills to support an understanding of the community;

- BrainPOP Jr. Reading Maps
- BrainPOP Map Skills

K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;

- BrainPOP Online Safety
The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) comparing and contrasting people, places, or events;

- BrainPOP Jr. [Maya Civilization](#)

Virginia Standards of Learning > History and Social Science (2015)

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
g) making connections between past and present;

- BrainPOP Jr. [Maya Civilization](#)

Virginia Standards of Learning > History and Social Science (2015)

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities;

- BrainPOP Jr. [Rights and Responsibilities](#)

- BrainPOP [Voting](#)

Virginia Curriculum Framework > History & Social Science (2015)

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by b) using basic map skills to support an understanding of the community;

Maps help develop an awareness of where places are located in the community.
• BrainPOP Jr. Reading Maps

• BrainPOP Jr. Landforms

• BrainPOP Map Skills

• BrainPOP Geography Themes

Virginia Curriculum Framework > History & Social Science (2015)

Grade K  K.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by b) using basic map skills to support an understanding of the community;

Using a map involves making observations and connections, asking questions, and reflecting.

• BrainPOP Map Skills

Virginia Standards of Learning > History and Social Science (2015)

Grade K  History  K.2 The student will recognize that history describes events and people from other times and places by b) identifying people who helped establish and lead the local community over time.

• BrainPOP Jr. Community Helpers

Virginia Standards of Learning > History and Social Science (2015)

Grade K  History  K.3 The student will sequence events in the past and present and begin to recognize that things change over time.

• BrainPOP Jr. Maya Civilization

Virginia Standards of Learning > History and Social Science (2015)

Grade K  Geography
K.5 The student will use simple maps and globes to

a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth;

- BrainPOP Jr. Reading Maps

- BrainPOP Map Skills

Virginia Standards of Learning > History and Social Science (2015)
Grade K Geography

K.5 The student will use simple maps and globes to

b) describe places referenced in historical events, stories, and real-life situations;

- BrainPOP Jr. Maya Civilization

- BrainPOP Jr. Pueblo

Virginia Standards of Learning > History and Social Science (2015)
Grade K Geography

K.5 The student will use simple maps and globes to

c) locate land and water features;

- BrainPOP Jr. Continents and Oceans

- BrainPOP Jr. Landforms

- BrainPOP Jr. Reading Maps

- BrainPOP Continents of the World

- BrainPOP Mount Everest

- BrainPOP Geography Themes
Grade K  ➤ Geography

➤ K.5 The student will use simple maps and globes to
d) identify basic map symbols in a map legend; and

• BrainPOP Jr. Reading Maps

• BrainPOP Map Skills

Grade K  ➤ Geography

➤ K.5 The student will use simple maps and globes to
e) identify places and objects of a familiar area.

• BrainPOP Jr. Reading Maps

• BrainPOP Jr. Homes

• BrainPOP Geography Themes

Grade K  ➤ Geography

➤ K.6 The student will develop an awareness that maps and globes
a) show a view from above;

• BrainPOP Map Skills
Grade K  Geography

K.6 The student will develop an awareness that maps and globes

b) show things in smaller size; and

• BrainPOP Jr.  Reading Maps

• BrainPOP  Map Skills

• BrainPOP  Geography Themes

Virginia  Standards of Learning > History and Social Science (2015)

Grade K  Geography

K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

• BrainPOP  Geography Themes

Virginia  Curriculum Framework > History & Social Science (2015)

Grade K  K.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by d) asking appropriate questions to solve a problem;

Asking a variety of questions extends learning and deepens understanding.

• BrainPOP  Online Safety

Virginia  Standards of Learning > History and Social Science (2015)

Grade K  Economics

K.9 The student will

a) recognize that people make choices because they cannot have everything they want; and

• BrainPOP Jr.  Needs and Wants
- BrainPOP Jr. *Goods and Services*
- BrainPOP Jr. *Saving and Spending*
- BrainPOP *Budgets*

**Virginia Standards of Learning > History and Social Science (2015)**

**Grade K**

- **Economics**
  - K.9 The student will
    - b) explain that people work to earn money to buy the things they want.

- BrainPOP Jr. *Needs and Wants*

- BrainPOP *Budgets*

**Virginia Standards of Learning > History and Social Science (2015)**

**Grade K**

- **Civics**
  - K.10 The student will demonstrate that being a good citizen involves
    - a) taking turns and sharing;

- BrainPOP Jr. *Rights and Responsibilities*

**Virginia Standards of Learning > History and Social Science (2015)**

**Grade K**

- **Civics**
  - K.10 The student will demonstrate that being a good citizen involves
    - b) taking responsibility for certain classroom chores;

- BrainPOP Jr. *Rights and Responsibilities*
**K.1e** The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by e) comparing and contrasting people, places, or events; 

*Communities have different physical and cultural characteristics.*

- BrainPOP Jr. [Community Helpers](#)
- BrainPOP Jr. [Homes](#)
- BrainPOP Jr. [Landforms](#)
- BrainPOP [Geography Themes](#)
- BrainPOP [Halloween](#)

**K.10** The student will demonstrate that being a good citizen involves 

c) *taking care of personal belongings and respecting what belongs to others;*

- BrainPOP Jr. [Rights and Responsibilities](#)
- BrainPOP [Voting](#)

**K.10** The student will demonstrate that being a good citizen involves 

d) *following rules and understanding the consequence of breaking rules;*

- BrainPOP Jr. [Rights and Responsibilities](#)
Virginia Standards of Learning > History and Social Science (2015)

Grade K Civics

- **K.10** The student will demonstrate that being a good citizen involves
  - e) *practicing honesty, self-control, and kindness to others;*

- **BrainPOP Jr. Rights and Responsibilities**

Virginia Standards of Learning > History and Social Science (2015)

Grade K Civics

- **K.10** The student will demonstrate that being a good citizen involves
  - g) *participating successfully in group settings.***

- **BrainPOP Voting**

Virginia Standards of Learning > History and Social Science (2015)

Grade K Civics

- **K.11** The student will develop an understanding of how communities express patriotism through events and symbols by
  - a) *recognizing the American flag;*

- **BrainPOP Jr. U.S. Symbols**

- **BrainPOP Jr. Statue of Liberty**

Virginia Standards of Learning > History and Social Science (2015)

Grade K Civics

- **K.11** The student will develop an understanding of how communities express patriotism through events and symbols by
b) recognizing the Pledge of Allegiance;

- BrainPOP Jr. U.S. Symbols

Virginia Standards of Learning > History and Social Science (2015)

Grade K Civics

K.11 The student will develop an understanding of how communities express patriotism through events and symbols by

d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr.; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

- BrainPOP Jr. Thanksgiving
- BrainPOP Jr. Martin Luther King, Jr.
- BrainPOP Jr. George Washington

- BrainPOP Thanksgiving
- BrainPOP New Year’s

Virginia Curriculum Framework > History & Social Science (2015)

Grade K K.1g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by g) making connections between past and present;

- Everyday life in our community today is different from everyday life long ago.

- BrainPOP Jr. Maya Civilization
- BrainPOP Jr. Pueblo

Virginia Curriculum Framework > History & Social Science (2015)

Grade K K.1g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by g) making connections between past and present;

- People, events, and developments have brought changes to the community.
Virginia Curriculum Framework > History & Social Science (2015)

Grade K

K.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by h) using a decision-making model to make informed decisions;

Making choices involves getting more of one thing by giving up something else.

• BrainPOP Jr. Community Helpers

Virginia Curriculum Framework > History & Social Science (2015)

Grade K

K.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by h) using a decision-making model to make informed decisions;

A benefit is what satisfies a want.

• BrainPOP Budgets

Virginia Curriculum Framework > History & Social Science (2015)

Grade K

K.1i The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities;

The classroom provides opportunities for students to develop the qualities of a good citizen.

• BrainPOP Jr. Rights and Responsibilities

Virginia Curriculum Framework > History & Social Science (2015)

Grade K

K.2a, b The student will recognize that history describes events and people from other times and places by a) identifying examples of historical events, stories, and legends that describe the development of the local community; and b) identifying people who helped establish and lead the local community over time.

Terms to know

community: A place where people live, work, and play
The student will recognize that history describes events and people from other times and places by:

- **a)** identifying examples of historical events, stories, and legends that describe the development of the local community; and
- **b)** identifying people who helped establish and lead the local community over time.

Local schools and divisions may determine community-related events, stories, legends, and people to be studied.

The student will sequence events in the past and present and begin to recognize that things change over time.

Everyday life today is different from everyday life long ago.

Information about events and traditions of the past is gained through the study of Thanksgiving; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).
BrainPOP New Year's

Virginia Curriculum Framework > History & Social Science (2015)
Grade K K.3 The student will sequence events in the past and present and begin to recognize that things change over time.

Events and traditions can be placed in chronological order to show change over time.

BrainPOP Jr. Maya Civilization

Virginia Curriculum Framework > History & Social Science (2015)
Grade K K.5a, b, c, d, e The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth; b) describe places referenced in historical events, stories, and real-life situations; c) locate land and water features; d) identify basic map symbols in a map legend; and e) identify places and objects of a familiar area.

Maps and globes represent Earth and sometimes include map legends.

BrainPOP Jr. Reading Maps

BrainPOP Map Skills

Virginia Curriculum Framework > History & Social Science (2015)
Grade K K.5a, b, c, d, e The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth; b) describe places referenced in historical events, stories, and real-life situations; c) locate land and water features; d) identify basic map symbols in a map legend; and e) identify places and objects of a familiar area.

The location of places referenced in stories and real-life situations can be shown on maps and globes.

BrainPOP Map Skills

Virginia Curriculum Framework > History & Social Science (2015)
Grade K K.5a, b, c, d, e The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth; b) describe places referenced in historical events, stories, and real-life situations; c) locate land and water features; d) identify basic map symbols in a map legend; and e) identify places and objects of a familiar area.
stories, and real-life situations; c) locate land and water features; d) identify basic map symbols in a map legend; and e) identify places and objects of a familiar area.

—Land and water features can be found on maps and globes.

• BrainPOP Jr. Continents and Oceans

• BrainPOP Jr. Reading Maps

• BrainPOP Jr. Landforms

• BrainPOP Map Skills

• BrainPOP Savanna

• BrainPOP Geography Themes

Virginia Curriculum Framework > History & Social Science (2015)

Grade K

K.5a, b, c, d, e The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth; b) describe places referenced in historical events, stories, and real-life situations; c) locate land and water features; d) identify basic map symbols in a map legend; and e) identify places and objects of a familiar area.

Terms to know

—symbol: A picture or thing that stands for something else

• BrainPOP Jr. Statue of Liberty

Virginia Curriculum Framework > History & Social Science (2015)

Grade K

K.5a, b, c, d, e The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth; b) describe places referenced in historical events, stories, and real-life situations; c) locate land and water features; d) identify basic map symbols in a map legend; and e) identify places and objects of a familiar area.

Maps can show simple representations of classrooms, playgrounds, neighborhoods, rivers, and oceans.

• BrainPOP Jr. Reading Maps

• BrainPOP Jr. Landforms
The student will use simple maps and globes to:

- a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth;
- b) describe places referenced in historical events, stories, and real-life situations;
- c) locate land and water features;
- d) identify basic map symbols in a map legend;
- e) identify places and objects of a familiar area.

Land and water features on maps and globes are shown by different colors.

The student will develop an awareness that maps and globes:

- a) show a view from above;
- b) show things in smaller size;
- c) show the position of objects.

Land and water features can be shown on a map as viewed from above.
The student will develop an awareness that maps and globes a) show a view from above; b) show things in a smaller size; and c) show the position of objects.

- Basic concepts about maps and globes
  - Maps and globes show features in a smaller size than they are in real life.

- BrainPOP Jr. Reading Maps

- BrainPOP Jr. Landforms

- BrainPOP Map Skills

- BrainPOP Geography Themes

Locations can be found using a map, globe, geographic tool, or electronic device.

- BrainPOP Jr. Reading Maps

- BrainPOP Map Skills

Viewing and using simple maps helps to develop an awareness of where people and things are located in the community.
Virginia Curriculum Framework > History & Social Science (2015)
Grade K

- K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Geography includes the study of locations, climates, and physical surroundings.

- BrainPOP Jr. Reading Maps

- BrainPOP Map Skills

- BrainPOP Geography Themes

Virginia Curriculum Framework > History & Social Science (2015)
Grade K

- K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Location, climate, and physical surroundings affect the way people live.

- BrainPOP Jr. Pueblo

- BrainPOP Geography Themes

- BrainPOP Inuit

Virginia Curriculum Framework > History & Social Science (2015)
Grade K

- K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Terms to know

- transportation: A way of moving people and things from one place to another
The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Location, climate, and physical surroundings affect the way people in a community meet their basic wants. This includes the types of houses they build.

Geography affects how people travel from one place to another and determines which recreational activities are available in a location.

The student will match simple descriptions of work that people do with the names of those jobs.

People work at jobs to earn money to meet their wants.
People cannot have everything they want. A decision-making model helps people make choices.

- BrainPOP Jr. Needs and Wants

People have to make choices about things they want.

- BrainPOP Jr. Needs and Wants

People work to earn money and use it to buy the things they want.

- BrainPOP Jr. Needs and Wants

When people cannot have everything they want, they must choose something and give up something else.

- BrainPOP Jr. Needs and Wants
Virginia Curriculum Framework > History & Social Science (2015)

Grade K K.10a, b, c, d, e, f, g The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings.

Good citizens are involved in their homes, schools, and communities.

BrainPOP Jr. Rights and Responsibilities

BrainPOP Voting

Virginia Curriculum Framework > History & Social Science (2015)

Grade K K.10a, b, c, d, e, f, g The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings.

Good citizens take responsibility for their own actions.

BrainPOP Jr. Rights and Responsibilities

BrainPOP Voting

Virginia Curriculum Framework > History & Social Science (2015)

Grade K K.10a, b, c, d, e, f, g The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings.

Good citizens work well with their classmates in groups.

BrainPOP Voting
The student will demonstrate that being a good citizen involves:

- Taking turns and sharing;
- Taking responsibility for certain classroom chores;
- Taking care of personal belongings and respecting what belongs to others;
- Following rules and understanding the consequence of breaking rules;
- Practicing honesty, self-control, and kindness to others;
- Participating in decision making in the classroom;
- Participating successfully in group settings.

Terms to know:

- Community: A place where people live

Examples of being a good citizen:

- Taking turns
  - BrainPOP Jr. Rights and Responsibilities

- Sharing
  - BrainPOP Jr. Rights and Responsibilities

- Voting
  - BrainPOP Voting
The student will demonstrate that being a good citizen involves:

1. Taking turns and sharing
2. Taking responsibility for certain classroom chores
3. Taking care of personal belongings and respecting what belongs to others
4. Following rules and understanding the consequence of breaking rules
5. Practicing honesty, self-control, and kindness to others
6. Participating in decision making in the classroom
7. Participating successfully in group settings

Examples of being a good citizen:

- Completing classroom assignments
- Taking care of one's things
- Respecting what belongs to others

Resources:

- BrainPOP Jr. Rights and Responsibilities
- BrainPOP Voting
• BrainPOP Voting

Virginia Curriculum Framework > History & Social Science (2015)

Grade K ● K.10a, b, c, d, e, f, g The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings.

Examples of being a good citizen

Being honest

• BrainPOP Jr. Rights and Responsibilities

Virginia Curriculum Framework > History & Social Science (2015)

Grade K ● K.10a, b, c, d, e, f, g The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings.

Examples of being a good citizen

Being kind to others

• BrainPOP Jr. Rights and Responsibilities

• BrainPOP Voting

Virginia Curriculum Framework > History & Social Science (2015)

Grade K ● K.10a, b, c, d, e, f, g The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings.

Examples of being a good citizen
Virginia Curriculum Framework > History & Social Science (2015)

Grade K  

K.11a, b, c, d The student will develop an understanding of how communities express patriotism through events and symbols by a) recognizing the American flag; b) recognizing the Pledge of Allegiance; c) knowing that the president is the leader of the United States; and d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

We celebrate holidays to remember people and events of long ago. Some holidays inspire patriotism.

• BrainPOP Voting

• BrainPOP Halloween

• BrainPOP New Year’s

• BrainPOP Winter Holidays

Virginia Curriculum Framework > History & Social Science (2015)

Grade K  

K.11a, b, c, d The student will develop an understanding of how communities express patriotism through events and symbols by a) recognizing the American flag; b) recognizing the Pledge of Allegiance; c) knowing that the president is the leader of the United States; and d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

The American flag has white stars on a blue rectangle, and it also has red and white stripes.

• BrainPOP Jr. U.S. Symbols

Virginia Curriculum Framework > History & Social Science (2015)

Grade K  

K.11a, b, c, d The student will develop an understanding of how communities express patriotism through events and symbols by a) recognizing the American flag; b) recognizing the Pledge of Allegiance; c) knowing that the president is the leader of the United States; and d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

The pledge to the American flag is called the Pledge of Allegiance.

• BrainPOP Jr. U.S. Symbols
The student will develop an understanding of how communities express patriotism through events and symbols by a) recognizing the American flag; b) recognizing the Pledge of Allegiance; c) knowing that the president is the leader of the United States; and d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July).

- The president is the leader of the United States.

- BrainPOP Jr. President

Holidays to know

- Thanksgiving Day: This is a day to remember the sharing of the harvest between the American Indians and the Pilgrims. It is observed in November.

- BrainPOP Jr. Thanksgiving

- BrainPOP Thanksgiving

- BrainPOP New Year’s

Holidays to know

- Martin Luther King, Jr., Day: This is a day to remember an African American man who worked so that all people would be treated fairly. It is observed in January.

- BrainPOP Jr. Martin Luther King, Jr.
The student will develop an understanding of how communities express patriotism through events and symbols by:

- Recognizing the American flag.
- Recognizing the Pledge of Allegiance.
- Knowing that the president is the leader of the United States.
- Recognizing holidays and the people associated with the holidays: Thanksgiving Day, Martin Luther King, Jr., Day, George Washington Day (Presidents’ Day), and Independence Day (Fourth of July).

### Holidays to know

- **George Washington Day (Presidents’ Day):** This is a day when we honor all presidents of the United States, especially George Washington. It is observed in February.

- **Independence Day (Fourth of July):** This is a day to remember when the United States became a country. It is sometimes called America’s birthday. It is observed in July.
K.1 The student will recognize that history describes events and people of other times and places by

a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, Washington, Betsy Ross, and Abraham Lincoln;

- BrainPOP Jr. Abraham Lincoln
- BrainPOP Jr. George Washington
- BrainPOP George Washington
- BrainPOP American Revolution
- GameUp Time Zone X: American Revolution
- GameUp Time Zone X: George Washington

b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).

- BrainPOP Jr. Martin Luther King, Jr.
- BrainPOP Jr. Thanksgiving

3 more resources

- BrainPOP Nobel Prize
- BrainPOP Civil Rights
- BrainPOP Helen Keller
• **GameUp** *Time Zone X: Civil Rights*

**Virginia Standards of Learning > History and Social Science (2008)**

**Grade K**

- **History**
  - K.2 *The student will describe everyday life in the present and in the past and begin to recognize that things change over time.*

- **BrainPOP Jr.** *Ancient China*
- **BrainPOP Jr.** *Pueblo*
- **BrainPOP Jr.** *Maya Civilization*
- **BrainPOP Jr.** *Ancient Egypt*

**Virginia Standards of Learning > History and Social Science (2008)**

**Grade K**

- **Geography**
  - K.3 *The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.*

- **BrainPOP Jr.** *Reading Maps*

**Virginia Standards of Learning > History and Social Science (2008)**

**Grade K**

- **Geography**
  - K.4 *The student will use simple maps and globes to*

  - a) *develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a model of the Earth;*

- **BrainPOP Jr.** *Reading Maps*
- **BrainPOP Jr.** *Landforms*
• BrainPOP Continents of the World

• BrainPOP Map Skills

• BrainPOP Geography Themes

Virginia Standards of Learning > History and Social Science (2008)
Grade K Geography

K.4 The student will use simple maps and globes to

b) describe places referenced in stories and real-life situations;

• BrainPOP Jr. Ancient China

• BrainPOP Jr. Ancient Egypt

• BrainPOP Jr. Pueblo

• BrainPOP Inuit

• BrainPOP Continents of the World

• BrainPOP Geography Themes

Virginia Standards of Learning > History and Social Science (2008)
Grade K Geography

K.4 The student will use simple maps and globes to

c) locate land and water features.

• BrainPOP Jr. Continents and Oceans

• BrainPOP Jr. Landforms

• BrainPOP Jr. Reading Maps

• BrainPOP Continents of the World
BrainPOP Mount Everest
BrainPOP Geography Themes

Virginia Standards of Learning > History and Social Science (2008)
Grade K Geography

K.5 The student will develop an awareness that maps and globes
a) show a view from above;

BrainPOP Jr. Reading Maps
BrainPOP Jr. Landforms
BrainPOP Jr. Continents and Oceans

BrainPOP Map Skills
BrainPOP Geography Themes

Virginia Standards of Learning > History and Social Science (2008)
Grade K Geography

K.5 The student will develop an awareness that maps and globes
b) show things in smaller size;

BrainPOP Jr. Reading Maps

BrainPOP Map Skills
BrainPOP Geography Themes

Virginia Standards of Learning > History and Social Science (2008)
Grade K Geography
K.5 The student will develop an awareness that maps and globes

c) show the position of objects.

- BrainPOP Jr. Reading Maps
- BrainPOP Jr. Continents and Oceans
- BrainPOP Map Skills

Virginia Standards of Learning > History and Social Science (2008)

Grade K Economics

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

- BrainPOP Jr. Community Helpers

Virginia Standards of Learning > History and Social Science (2008)

Grade K Economics

K.7 The student will

a) recognize that people make choices because they cannot have everything they want;

- BrainPOP Jr. Needs and Wants
- BrainPOP Jr. Goods and Services
- BrainPOP Jr. Saving and Spending
- BrainPOP Budgets
b) explain that people work to earn money to buy the things they want.

- BrainPOP Jr. Needs and Wants
- BrainPOP Jr. Community Helpers
- BrainPOP Budgets

Virginia Standards of Learning > History and Social Science (2008)

Grade K Civics

- K.8 The student will demonstrate that being a good citizen involves
  - a) taking turns and sharing;

- BrainPOP Jr. Bullying
- BrainPOP Jr. Friends

- BrainPOP Voting
- BrainPOP New Year’s

Virginia Standards of Learning > History and Social Science (2008)

Grade K Civics

- K.8 The student will demonstrate that being a good citizen involves
  - b) taking responsibility for certain classroom chores;

- BrainPOP Jr. Rights and Responsibilities

Virginia Standards of Learning > History and Social Science (2008)

Grade K Civics

- K.8 The student will demonstrate that being a good citizen involves
c) taking care of personal belongings and respecting what belongs to others;

- BrainPOP Jr. Rights and Responsibilities
- BrainPOP Jr. Bullying
- BrainPOP Jr. Friends

- BrainPOP Voting

Virginia Standards of Learning > History and Social Science (2008)
Grade K Civics

- K.8 The student will demonstrate that being a good citizen involves
  
  - d) following rules and understanding the consequence of breaking rules;

- BrainPOP Jr. Rights and Responsibilities
- BrainPOP Jr. Community Helpers

- BrainPOP Citizenship
- BrainPOP Voting

Virginia Standards of Learning > History and Social Science (2008)
Grade K Civics

- K.8 The student will demonstrate that being a good citizen involves
  
  - e) practicing honesty, self-control, and kindness to others;

- BrainPOP Voting
- BrainPOP New Year’s

Virginia Standards of Learning > History and Social Science (2008)
The student will demonstrate that being a good citizen involves
g) participating successfully in group settings.

- BrainPOP Jr. **Friends**

- BrainPOP **Voting**

The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

- BrainPOP Jr. **U.S. Symbols**

- BrainPOP Jr. **Branches of Government**

History teaches us about the interesting lives of people long ago.

- BrainPOP **Helen Keller**

We celebrate holidays to remember people and events of long ago.

Grade K

K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr. Day; Presidents’ Day; and Independence Day (Fourth of July).

What can we learn about people and events from long ago?

- BrainPOP Helen Keller
- BrainPOP Nobel Prize
- BrainPOP Online Safety

Who are the people that we remember on these holidays?

- BrainPOP Jr. George Washington
- BrainPOP Jr. Martin Luther King, Jr.

- BrainPOP Thanksgiving


Grade K

K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr. Day; Presidents’ Day; and Independence Day (Fourth of July).
Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr. Day; Presidents’ Day; and Independence Day (Fourth of July).

Why do we celebrate these holidays?

- BrainPOP Jr. Martin Luther King, Jr.

- BrainPOP Thanksgiving

- BrainPOP Winter Holidays

- BrainPOP New Year’s


Grade K K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr. Day; Presidents’ Day; and Independence Day (Fourth of July).

People to know

- Powhatan: He was an American Indian leader when the settlers came to Jamestown. He ruled over many tribes.

- Pocahontas

- Thirteen Colonies

- GameUp Time Zone X: Thirteen Colonies


Grade K K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr. Day; Presidents’ Day; and Independence Day (Fourth of July).

People to know

- Pocahontas: She was an American Indian girl, daughter of Powhatan, who came with her father’s people to visit the settlers at Jamestown. She worked to help the settlers receive food from the American Indians.
**Virginia Curriculum Framework > Social Studies (2008)**

**Grade K**

K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents’ Day; and Independence Day (Fourth of July).

▶ People to know

▶ George Washington: He was the first president of the United States and is often called the “Father of Our Country.”

▶ Abraham Lincoln: He was a United States president and is often called “Honest Abe.”

**BrainPOP** Pocahontas

**BrainPOP Jr.** George Washington

**BrainPOP** George Washington

**BrainPOP** American Revolution

**GameUp** Time Zone X: American Revolution

**GameUp** Time Zone X: George Washington

**BrainPOP Jr.** Abraham Lincoln

**BrainPOP** Abraham Lincoln
• GameUp Time Zone X: Abe Lincoln


Grade K

K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr. Day; Presidents’ Day; and Independence Day (Fourth of July).

Holidays to know

Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians. It is observed in November.

• BrainPOP Jr. Thanksgiving

• BrainPOP Thanksgiving

• BrainPOP New Year’s


Grade K

K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr. Day; Presidents’ Day; and Independence Day (Fourth of July).

Holidays to know

Martin Luther King, Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January.

• BrainPOP Jr. Martin Luther King, Jr.
Holidays to know

Presidents’ Day: This is a day when we honor all presidents of the United States, especially George Washington and Abraham Lincoln. It is observed in February.

- BrainPOP Jr. Abraham Lincoln
- BrainPOP Jr. George Washington

Independence Day (Fourth of July): This is a day to remember when the United States became a new country. It is sometimes called America’s birthday. It is observed in July.

- BrainPOP New Year’s

Use information from print and non-print sources.

- BrainPOP New Year’s
- BrainPOP Winter Holidays
- GameUp Search Shark
K.1 The student will recognize that history describes events and people of other times and places by a) identifying past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln; b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents’ Day; and Independence Day (Fourth of July).

- Separate fact from fiction.

- BrainPOP New Year’s

- BrainPOP Winter Holidays

K.2 The student will describe everyday life in the present and in the past and begin to recognize that things changed.

- Everyday life today is different from everyday life long ago.
BrainPOP Jr. Maya Civilization

Grade K
K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Stories and families can describe events from the past.

BrainPOP Jr. Maya Civilization

BrainPOP Jr. Abraham Lincoln

BrainPOP George Washington

GameUp Time Zone X: George Washington

Grade K
K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Information about life in the past is gained through the study of Thanksgiving and the stories of Powhatan, Pocahontas, Betsy Ross, George Washington, and Abraham Lincoln.

BrainPOP Jr. Abraham Lincoln

BrainPOP George Washington

GameUp Time Zone X: George Washington

Grade K
K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Collect information from print and nonprint sources.
- GameUp Search Shark


Grade K

- K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.
  - Gather and classify information.

- BrainPOP Jr. Maya Civilization

- GameUp Search Shark


Grade K

- K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.
  - Compare information.

- BrainPOP Jr. Maya Civilization
- BrainPOP Jr. Pueblo

- BrainPOP Inuit


Grade K

- K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.
  - The location of people, places, and things can be described in terms of their relationship to other people, places, and things.

- BrainPOP Jr. Reading Maps
- BrainPOP Jr. Continents and Oceans

- BrainPOP Geography Themes
Terms to know

There are certain words that help us describe where people, places, and things are located.

- BrainPOP Jr. Reading Maps
- BrainPOP Geography Themes
- BrainPOP Map Skills

2 more resources
near, far

- BrainPOP Jr. Reading Maps


Grade K

K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

Terms to know

left, right

- BrainPOP Jr. Reading Maps


Grade K

K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

These words are used daily to describe where people, places, and things are located.

- BrainPOP Jr. Reading Maps

- BrainPOP Geography Themes

- BrainPOP Map Skills

2 more resources


Grade K

K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

Describe the location of people, places, and things, using positional words.

- BrainPOP Jr. Maya Civilization

- BrainPOP Jr. Reading Maps

Grade K

**K.3** The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

- Develop beginning map skills through the manipulation of objects.

- BrainPOP Jr. Reading Maps

- BrainPOP Map Skills


Grade K

**K.3** The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

- Develop fluency in the use of directional words.

- BrainPOP Jr. Reading Maps


Grade K

**K.4** The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

- Maps and globes represent the Earth.

- BrainPOP Jr. Reading Maps
The location of places referenced in stories and real-life situations can be shown on maps and globes.

Land and water features can be found on maps and globes.

What can be used to show a model of the Earth?

Grade K K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

How can maps be used to locate areas referenced in stories and real life?


Grade K K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

How are land and water features shown on maps and globes?
Grade K  K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

Terms to know

- map: A drawing that shows what a place looks like from above

- BrainPOP Jr. Reading Maps

- BrainPOP Map Skills

- BrainPOP Geography Themes


Grade K  K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

Terms to know

- globe: A round model of the Earth

- BrainPOP Jr. Reading Maps

- BrainPOP Map Skills

- BrainPOP Geography Themes


Grade K  K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

- Maps or globes can show the location of places referenced in stories and real-life situations.

- BrainPOP Geography Themes
K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

Maps can show simple drawings of classrooms, playgrounds, neighborhoods, rivers, and oceans.

- BrainPOP Jr. Reading Maps
- BrainPOP Jr. Landforms
- BrainPOP Oceans
- BrainPOP Map Skills
- BrainPOP Rivers

Land and water features on maps and globes are shown by different colors.

- BrainPOP Jr. Continents and Oceans
- BrainPOP Jr. Landforms
- BrainPOP Jr. Reading Maps
- BrainPOP Map Skills
- BrainPOP Mount Everest
- BrainPOP Continents of the World
K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

Identify and locate features on maps and globes.

- BrainPOP Jr. Reading Maps
- BrainPOP Jr. Landforms
- BrainPOP Jr. Continents and Oceans
- BrainPOP Continents of the World
- BrainPOP Map Skills
- BrainPOP Geography Themes


Grade K K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

Use resource materials.

- BrainPOP Map Skills
- GameUp Search Shark


Grade K K.4 The student will use simple maps and globes to a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth; b) describe places referenced in stories and real-life situations; c) locate land and water features.

Differentiate colored symbols on maps and globes.

- BrainPOP Jr. Reading Maps
BrainPOP Map Skills

Grade K

K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

Basic map concepts will help students use maps and globes.

BrainPOP Jr. Reading Maps
BrainPOP Jr. Landforms

BrainPOP Map Skills

Grade K

K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

Why are maps and globes important?

BrainPOP Jr. Reading Maps
BrainPOP Jr. Landforms
BrainPOP Jr. Continents and Oceans

BrainPOP Map Skills

Grade K

K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

Basic concepts about maps and globes

They show a view from above.

Grade K  K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

- Basic concepts about maps and globes
  - They show things and objects as they are, only smaller.

• BrainPOP Jr.  Reading Maps

• BrainPOP  Map Skills

• BrainPOP  Geography Themes


Grade K  K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

- Basic concepts about maps and globes
  - They show the position and/or location of things and objects.

• BrainPOP Jr.  Reading Maps

• BrainPOP  Map Skills


Grade K  K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

- Develop concepts of space by actively exploring the environment.

• BrainPOP  Geography Themes

Grade K  
K.5 The student will develop an awareness that maps and globes a) show a view from above; b) show things in smaller size; c) show the position of objects.

Develop beginning map skills through manipulation of objects.

BrainPOP Map Skills

BrainPOP Jr. Reading Maps

BrainPOP Jr. Landforms

BrainPOP Map Skills


Grade K  
K.6 The student will match simple descriptions of work that people do with the names of those jobs.

People work at many jobs.

BrainPOP Jr. Community Helpers


Grade K  
K.6 The student will match simple descriptions of work that people do with the names of those jobs.
What are examples of jobs?

• BrainPOP Jr. Community Helpers

Grade K

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Examples of jobs

Doctors are people who take care of other people when they are sick.

• BrainPOP Jr. Community Helpers

Grade K

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Examples of jobs

Builders are people who build houses and other buildings.

• BrainPOP Jr. Community Helpers

Grade K

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Examples of jobs

Teachers are people who help students learn.

• BrainPOP Jr. Community Helpers

Grade K

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Examples of jobs
Cooks are people who prepare meals.

- BrainPOP Jr. Community Helpers

**Virginia Curriculum Framework > Social Studies (2008)**

**Grade K**

- K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Examples of jobs

- Farmers are people who grow crops and raise animals.

- BrainPOP Jr. Community Helpers

**Virginia Curriculum Framework > Social Studies (2008)**

**Grade K**

- K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Examples of jobs

- Firefighters are people who put out fires.

- BrainPOP Jr. Community Helpers

**Virginia Curriculum Framework > Social Studies (2008)**

**Grade K**

- K.6 The student will match simple descriptions of work that people do with the names of those jobs.

Gather and classify information.

- GameUp Search Shark

**Virginia Curriculum Framework > Social Studies (2008)**

**Grade K**

- K.7 The student will a) recognize that people make choices because they cannot have everything they want; b) explain that people work to earn money to buy the things they want.

People cannot have everything they want.

- BrainPOP Jr. Needs and Wants

Grade K

K.7 The student will a) recognize that people make choices because they cannot have everything they want; b) explain that people work to earn money to buy the things they want.

- People have to make choices about things they want.

- BrainPOP Jr. Needs and Wants
- BrainPOP Jr. Goods and Services
- BrainPOP Jr. Saving and Spending


Grade K

K.7 The student will a) recognize that people make choices because they cannot have everything they want; b) explain that people work to earn money to buy the things they want.

- People work to earn money and use it to buy the things they want.

- BrainPOP Jr. Needs and Wants
- BrainPOP Jr. Community Helpers

- BrainPOP Budgets
K.7 The student will a) recognize that people make choices because they cannot have everything they want; b) explain that people work to earn money to buy the things they want.

Why do people have to make choices?

- BrainPOP Jr. Needs and Wants
- BrainPOP Jr. Saving and Spending
- BrainPOP Budgets

Terms to know

choice: Choosing among two or more things

- BrainPOP Jr. Needs and Wants
- BrainPOP Budgets
K.7 The student will a) recognize that people make choices because they cannot have everything they want; b) explain that people work to earn money to buy the things they want.

Terms to know

- **wants**: Things people would like to have - includes the basic needs—food, clothing, and shelter.

- **money**: What people use to buy the things they want. Paper bills and coins are examples of money.

- BrainPOP Jr. [Needs and Wants](#)
- BrainPOP Jr. [Saving and Spending](#)
- BrainPOP Jr. [Goods and Services](#)
- BrainPOP [Budgets](#)

*When people cannot have everything they want, they must choose something and give up something else.*

- BrainPOP Jr. [Needs and Wants](#)
- BrainPOP Jr. [Goods and Services](#)
- BrainPOP Jr. [Saving and Spending](#)

Grade K  

K.7 The student will a) recognize that people make choices because they cannot have everything they want; b) explain that people work to earn money to buy the things they want.

- Gather and classify information.
- BrainPOP Jr. Needs and Wants
- BrainPOP Jr. Saving and Spending
- BrainPOP Jr. Goods and Services
- BrainPOP Budgets
- GameUp Search Shark


Grade K  

K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and...
understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

Good citizens are involved in their homes, schools, and communities.

- BrainPOP Jr. Rights and Responsibilities
- BrainPOP Jr. Community Helpers
- BrainPOP Voting


Grade K K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

Good citizens take responsibility for their own actions.

- BrainPOP Jr. Community Helpers


Grade K K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

In what ways are good citizens involved in their homes, schools, and communities?

- BrainPOP Jr. Rights and Responsibilities
- BrainPOP Jr. Community Helpers
- BrainPOP Voting

K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

What actions show examples of being a good citizen at school?

- BrainPOP Jr. Rights and Responsibilities


What are examples of rules? What are the consequences of breaking rules?

- BrainPOP Jr. Community Helpers
- BrainPOP Jr. Rights and Responsibilities
- BrainPOP Citizenship

Terms to know

- community: A place where people live

- BrainPOP Jr. Community Helpers
K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

- **Examples of being a good citizen**
  - **Taking turns**
    - BrainPOP Jr. [Rights and Responsibilities](#)
  - **Sharing**
    - BrainPOP Jr. [Rights and Responsibilities](#)
  - **Completing classroom chores**
    - BrainPOP Jr. [Rights and Responsibilities](#)
understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

- Examples of being a good citizen
  - Taking care of one’s things
  - BrainPOP Jr. Rights and Responsibilities
  - BrainPOP Voting


Grade K K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

- Examples of being a good citizen
  - Respecting what belongs to others
  - BrainPOP Jr. Rights and Responsibilities
  - BrainPOP Voting


Grade K K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

- Examples of being a good citizen
  - Being honest
  - BrainPOP Jr. Rights and Responsibilities
Grade K  K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

- **Examples of being a good citizen**
  - Being kind to others

- **BrainPOP Jr.** [Rights and Responsibilities](#)

- **BrainPOP** [Voting](#)

Grade K  K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

- **Explain cause-and-effect relationships.**

- **BrainPOP Jr.** [Rights and Responsibilities](#)

- **BrainPOP** [Voting](#)

Grade K  K.8 The student will demonstrate that being a good citizen involves a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; g) participating successfully in group settings.

- **Participate in groups and democratic society.**

- **BrainPOP Jr.** [Rights and Responsibilities](#)

- **BrainPOP Jr.** [President](#)
BrainPOP Jr. Community Helpers

BrainPOP Political Beliefs

BrainPOP Voting


Grade K K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

The United States has a national flag.

BrainPOP Jr. U.S. Symbols


Grade K K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

The United States has a national pledge to the flag.

BrainPOP Jr. U.S. Symbols


Grade K K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

The United States has a leader, who is called the president.

BrainPOP Jr. Branches of Government

BrainPOP Jr. President


Grade K K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.
What does the American flag look like?

- BrainPOP Jr. U.S. Symbols


Grade K  K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

What is the name of the pledge to the American flag?

- BrainPOP Jr. U.S. Symbols


Grade K  K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

What is the name given to the leader of the United States?

- BrainPOP Jr. President

- BrainPOP Abraham Lincoln

- GameUp Time Zone X: Abe Lincoln


Grade K  K.9 The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

The American flag has white stars on a blue rectangle, and it also has red and white stripes.

- BrainPOP Jr. U.S. Symbols
The student will recognize the American flag and the Pledge of Allegiance and know that the president is the leader of the United States.

- The pledge to the American flag is called the Pledge of Allegiance.

- BrainPOP Jr. U.S. Symbols


- BrainPOP Jr. Branches of Government

- BrainPOP Jr. President


- BrainPOP Community Helpers

- BrainPOP Political Beliefs

- BrainPOP Voting

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