

# Basic Foundations

## Three to Five — Social Studies

Children who achieve social competence by the time they are in kindergarten are more likely to succeed academically and socially in later grades.

(Katz, L. & McClellan, D.E. 1997)



### History

Young children are learning when they —

- \* Construct a sense of time—using familiar terms like first/next/last, before/after, early/late, night/day, and beginning/ending.
- \* Sequence recurring events—able to learn that “After I eat lunch, I take a nap.”
- \* Retell a story or event in sequential order—remembering that Goldilocks ate the porridge before she broke the chair.
- \* Gauge time using their own vocabulary—using the number of “sleeps” instead of days before a big event.



Adults are being supportive when they —

- \* Provide a routine for the child—even if you have to vary from the routine once in a while, having that routine on a daily basis is important.
- \* Talk with the child about what is happening during the day and week—letting them know that after story time on Tuesday, they will get to check-out a new book from the library.
- \* Use the correct terms when talking about time and order—explaining the differences between first/last, before/after, and night/day.
- \* Provide access to items to measure time—clocks, watches, timers, and calendars to that they can model after you.

*Important  
DATE!*

Websites for Fun and Ideas—

[www.sesameworkshops.org](http://www.sesameworkshops.org)

[www.nickjr.com](http://www.nickjr.com)

[www.crayola.com](http://www.crayola.com)

Based on the  
FOUNDATIONS to the Indiana Academic Standards  
for Young Children from Birth to Age 5  
Developed by the Indiana Department of Education  
and Family and Social Services Administration,  
Division of Family Resources, Bureau of Child Care

Adapted by:  
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Department of Education,  
Office of Innovation and  
Improvement

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