

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Preschool Curriculum	Grade Level(s): Preschool
BOE Adoption Date: October 2018	Revision Date(s):

ABSTRACT

In Preschool, instructional time focuses on giving children the mental tools they need to develop academic and self-regulation skills (Bodrova & Leong, 1996). As part of their daily play children make a plan, using a Scaffold Writing approach. This approach allows teachers to assess and support emerging literacy skills on an individualized basis. The curriculum materials are designed to support a diverse range of learners, including children with disabilities, dual language learners, and advanced learners. (add more about the skills learned during preschool)

Tools of the Mind, which started in 1992, is the result of collaborative work between Russian and American educational researchers based on the theories of Lev Vygotsky. Utilizing the Vygotskian approach, a series of strategies were created to support metacognitive and meta-linguistic skills as well as other skills essential to literacy development. Play is the central teaching tool, within a scaffolded learning environment that focuses on giving children the tools they need that will lead to the development of higher mental functions (Bodrova & Leong, 2007). Techniques include teacher's facilitation of children's construction of individual play plans and asking children to describe multiple, imaginative uses for open-ended objects such as blocks. Central to the approach is the use of scaffolded writing to help children recognize words as units, work with the sounds that make up words, and use letters to represent those sounds. The program emphasizes that young children must build strong speaking and social skills and be able to exercise emotional and behavioral control (self-regulation) before they can learn to read.

TABLE OF CONTENTS

Mission Statement	Page 3
Curriculum and Instruction Goals	Page 3
Philosophy of Shared Curriculum Service	Page 3
How to Read this Document	Page 4
Terms to Know	Page 4
Pacing Guide	Page 6
Curriculum Units	Page 17

Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in [G.R.E.A.T. Instruction](#), the following curriculum and instruction goals direct the conversation.

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of Shared Curriculum Service

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades Pre-K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJSLS). It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move to the middle and high school levels. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work,

projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJLS noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: Preschool

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1	Trimester 1	<p>Social/ Emotional Development: -0.1.P.A.3 -0.2.P.A.1 -0.2.P.A.3 -0.2.P.A.4 -0.4.P.A.1 -0.4.P.A.2 -0.4.P.A.4 -0.4.P.A.5 -0.5.P.A.1 -0.5.P.A.2 -0.5.P.A.4 -0.5.P.A.5</p> <p>Health, Safety, and Physical Education: -2.5.P.A.1 -2.5.P.A.2 -2.5.P.A.3</p> <p>Reading and Writing: -RF.PK.1a-d -RF.PK.3a -RF.PK.3c -RF.PK.4 -W.PK.1 -W.PK.2 -RI.PK.10 -RL.PK.10</p> <p>Language: -L.PK.1a</p>	<p>-Students will actively engage in activities and interactions with teachers and peers. (0.1.P.A.3)</p> <p>-Students will make independent choices. (0.2.P.A.1)</p> <p>-Students will move through class routines and transitions with minimal teacher direction. (0.2.P.A.3)</p> <p>-Students will stay on task for a period of time. (0.2.P.A.4)</p> <p>-Students will engage appropriately with peers and teachers in classroom activities. (0.4.P.A.1)</p> <p>-Students will demonstrate socially acceptable behavior. (0.4.P.A.2)</p> <p>-Students will respect the rights of others. (0.4.P.A.4)</p> <p>-Students will express needs verbally and nonverbally. (0.4.P.A.5)</p> <p>-Students will play independently and cooperatively in pairs and small groups. (0.5.P.A.1)</p> <p>-Students will engage in pretend play. (0.5.P.A.2)</p>	<p>Social/ Emotional Development: -empathy -conflict resolution -building relationships -community -cooperative play -pretend play</p> <p>Health, Safety, and Physical Education: -gross motor skills (strength, flexibility, timing, balance) -fine motor skills (dexterity and eye-hand coordination) -body awareness</p> <p>Reading and Writing: -listening comprehension -vocabulary development -exposure to fiction and nonfiction texts -story recall -making predictions -drawing conclusions -concepts of print -phonological awareness -making connections -phonics -word skills -scaffolded writing (drawings, dictation, scribble writing, letter-strings, or invented spelling) -writing for different purposes</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<ul style="list-style-type: none"> -L.PK.1f -L.PK.1g -L.PK.2c -L.PK.6 <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -SL.PK.1a -SL.PK.1b -SL.PK.3 -SL.PK.4 <p>Math:</p> <ul style="list-style-type: none"> -K.CC.1 -K.CC.2 -K.CC.3 -K.CC.4 -K.CC.5 -K.CC.6 -K.G.2 -K.MD.3 	<ul style="list-style-type: none"> -Students will take turns. (0.5.P.A.4) -Students will understand the concept of sharing by attempting to share with peers. (0.5.P.A.5) -Students will develop and refine gross motor skills. (2.5.P.A.1) -Students will develop and refine fine-motor skills. (2.5.P.A.2) -Students will use objects to develop spatial and coordination skills. (2.5.P.A.3) -Students will track print, recognize spoken words can be written and read, recognize words are separated by spaces, and recognize and name many upper and lowercase letters of the alphabet. (RF.PK.1a-d) -Students will associate many letters with their names and sounds. (RF.PK.3a) -Students will recognize their name and familiar print in the environment. (RF.PK.3c) -Students will engage in a variety of texts with purpose and understanding 	<p>Speaking, Listening, and Language:</p> <ul style="list-style-type: none"> -oral language -asking and answering questions -understanding question words -alphabetic knowledge -conversation skills -communicating ideas clearly <p>Math:</p> <ul style="list-style-type: none"> -number words and symbols -counting -one to one correspondence -2D and 3D shapes -patterns -measuring objects -classifying objects

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>(RF.PK.4)</p> <ul style="list-style-type: none"> - Students will use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share an opinion during play. (W.PK.1) -Students will use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share information. (W.PK.2) -Students will participate in read aloud experiences using informational texts. (RI.PK.10) -Students will participate in read aloud experiences using literature. (RL.PK.10) -Students will print many alphabet letters. (L.PK.1a) -Students will begin to speak in complete sentences. (L.PK.1f) -Students will begin to understand and follow multi-step directions. (L.PK.1g) -Students will attempt to write a letter or letters by using scribble writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. (L.PK.2c) 	

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>-Students will use words and phrases acquired through conversations, activities, and read alouds. (L.PK.6)</p> <p>-Students will participate in conversations and interactions with peers, follow agreed upon rules for discussions, and continue a conversation. (SL.PK.1a, b)</p> <p>-Students will begin to describe familiar people, places, things, and events. (SL.PK.4)</p> <p>-Students will ask and answer questions to seek help, get information, or follow directions. (SL.PK.3)</p> <p>-Students will count to 20 by 1s with minimal prompting. (K.CC.1)</p> <p>-Students will recognize and name one digit numbers up to 10 with minimal prompting. (K.CC.2)</p> <p>-Students will understand written numbers are symbols for number quantities, and begin to write numbers to 10 with support. (K.CC.3)</p> <p>-Students will understand the relationship between numbers and</p>	

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>quantities. (K.CC.4)</p> <p>-Students will use one to one correspondence to solve problems by matching sets and comparing amounts. (K.CC.5)</p> <p>-Students will compare groups of up to 5 objects. (K.CC.6)</p> <p>-Students will use accurate terms to name and describe 2D shapes and 3D shapes. (K.G.2)</p> <p>-Students will sort, order, pattern, and classify objects by attributes. (K.MD.3)</p>	
Unit 2	Trimester 2	<p>Social/ Emotional Development: *all previous standards from Unit 1 -0.1.P.A.1 -0.1.P.A.2 -0.1.P.A.4 -0.2.P.A.2</p> <p>Health, Safety, and Physical Education: -2.5.P.A.1 -2.5.P.A.2</p>	<p>-Students will express individuality by making independent decisions about what materials to use. (0.1.P.A.1)</p> <p>-Students will express ideas for activities and initiate discussions. (0.1.P.A.2)</p> <p>-Students will discuss their own actions and efforts. (0.1.P.A.4)</p> <p>-Students will demonstrate self-help skills. (0.2.P.A.2)</p>	<p>Social/ Emotional Development: -empathy -conflict resolution -building relationships -community -cooperative play -pretend play</p> <p>Health, Safety, and Physical Education: -gross motor skills (strength, flexibility, timing, balance) -fine motor skills (dexterity and eye-hand coordination)</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>-2.5.P.A.3</p> <p>Reading and Writing: *all previous standards from Unit 1 -RL.PK.1 -RL.PK.2 -RL.PK.3 -RL.PK.4 -RL.PK.5 -RL.PK.6 -RL.PK.7 -RL.PK.9 -W.PK.5</p> <p>Language: *all previous standards from Unit 1 -L.PK.1b -L.PK.1c -L.PK.1d -L.PK.1e -L.PK.5a -L.PK.5b -L.PK.5c</p> <p>Speaking and Listening: *all previous standards from Unit 1 -SL.PK.2</p> <p>Math: *all previous standards from</p>	<p>-Students will develop and refine gross motor skills. (2.5.P.A.1)</p> <p>-Students will develop and refine fine-motor skills. (2.5.P.A.2)</p> <p>-Students will use objects to develop spatial and coordination skills. (2.5.P.A.3)</p> <p>-Students will ask and answer key elements in a familiar story or poem. (RL.PK.1)</p> <p>-With prompting and support, students will retell familiar stories or poems. (RL.PK.2)</p> <p>-With prompting and support, students will identify characters, settings, and major events in a familiar story. (RL.PK.3)</p> <p>-Students will ask and answer questions about unfamiliar words in a story or poem read aloud. (RL.PK.4)</p> <p>-Students will recognize common types of literature. (RL.PK.5)</p> <p>-With prompting and support, students will identify the role of author and illustrator. (RL.PK.6)</p>	<p>-body awareness</p> <p>Reading and Writing: -listening comprehension -vocabulary development -exposure to fiction and nonfiction texts -story recall -making predictions -drawing conclusions -concepts of print -phonological awareness -making connections -phonics -word skills -scaffolded writing (drawings, dictation, scribble writing, letter-strings, or invented spelling) -writing for different purposes</p> <p>Speaking, Listening, and Language: -oral language -asking and answering questions -understanding question words -alphabetic knowledge -conversation skills -communicating ideas clearly</p> <p>Math: -number words and symbols -counting -one to one correspondence -2D and 3D shapes -patterns -measuring objects</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		Unit 1 -K.G.1 -K.G.4 -K.G.5	<ul style="list-style-type: none"> -Students will tell how the illustrations support the story. (RL.PK.7) -Students will tell how character adventures are alike and different. (RL.PK.9) -Share a drawing with dictation, scribble writing, letter-strings, or invented spelling to describe a real or imagined event. (W.PK.5) -Students will use frequently occurring nouns and verbs. (L.PK.1b) -Students will form regular plural nouns (L.PK.1c) -Understand and use question words. (L.PK.1d) -Use frequently occurring prepositions. (L.PK.1e) -To begin to sort familiar objects. (L.PK.5a) -To begin to understand opposites of simple words. (L.PK.5b) -To identify real-life connections between words and their uses. (L.PK.5c) 	<ul style="list-style-type: none"> -classifying objects

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>-Students will ask and answer questions about a text or other information read aloud or presented orally. (SL.PK.2)</p> <p>-Students will respond to and use positional words. (K.G.1)</p> <p>-Students will manipulate, compare, and discuss attributes of 2D and 3D shapes. (K.G.4, K.G.5)</p>	
Unit 3	Trimester 3	<p>Social/ Emotional Development: *all previous standards from Unit 1 and 2 -0.3.P.A.1 -0.3.P.A.2 -0.3.P.A.3 -0.4.P.A.3 -0.4.P.A.6 -0.5.P.A.3</p> <p>Health, Safety, and Physical Education: -2.5.P.A.1 -2.5.P.A.2 -2.5.P.A.3</p> <p>Reading and Writing:</p>	<p>-Students will recognize and describe a wide range of feelings. (0.3.P.A.1)</p> <p>-Students will empathize with feelings of others. (0.3.P.A.2)</p> <p>-Students will channel impulses and negative feelings. (0.3.P.A.3)</p> <p>-Students will use manners. (0.4.P.A.3)</p> <p>-Students will demonstrate verbal and non-verbal problem-solving skills. (0.4.P.A.6)</p> <p>-Students will demonstrate how to enter into play when a group of children are already involved in play. (0.5.P.A.3)</p>	<p>Social/ Emotional Development: -empathy -conflict resolution -building relationships -community -cooperative play -pretend play</p> <p>Health, Safety, and Physical Education: -gross motor skills (strength, flexibility, timing, balance) -fine motor skills (dexterity and eye-hand coordination) -body awareness</p> <p>Reading and Writing: -listening comprehension -vocabulary development -exposure to fiction and nonfiction texts</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>*all previous standards from unit 1 and unit 2 -RF.PK.2a-c -RI.PK.1 -RI.PK.2 -RI.PK.3 -RI.PK.4 -RI.PK.5 -RI.PK.6 -RI.PK.7 -W.PK.6 -W.PK.7 -W.PK.8</p> <p>Language: *all previous standards from Unit 1 and 2 -L.PK.4a</p> <p>Speaking and Listening: *all previous standards in Unit 1 and 2 -SL.PK.5</p> <p>Math: *all previous standards in Unit 1 and 2 -K.MD.1 -K.MD.2 -K.OA.1 -K.OA.2 -K.OA.3 -K.OA.4</p>	<p>-Students will develop and refine gross motor skills. (2.5.P.A.1)</p> <p>-Students will develop and refine fine-motor skills. (2.5.P.A.2)</p> <p>-Students will use objects to develop spatial and coordination skills. (2.5.P.A.3)</p> <p>-Demonstrate understanding of spoken words and begin to understand syllables and sounds (recognize and produce rhyming words, segment syllables, and identify initial sounds). (RF.PK.2a-c)</p> <p>-Students will ask and answer questions in a familiar text. (RI.PK.1)</p> <p>-Students will recall important facts from a familiar text. (RI.PK.2)</p> <p>-Students will make a connection with pieces of information in a familiar text. (RI.PK.3)</p> <p>-Students will ask and answer questions about unfamiliar words in informational text. (RI.PK.4)</p> <p>-Students will identify the front and</p>	<p>-story recall -making predictions -drawing conclusions -concepts of print -phonological awareness -making connections -phonics -word skills -scaffolded writing (drawings, dictation, scribble writing, letter-strings, or invented spelling) -writing for different purposes</p> <p>Speaking, Listening, and Language: -oral language -asking and answering questions -understanding question words -alphabetic knowledge -conversation skills -communicating ideas clearly</p> <p>Math: -number words and symbols -counting -one to one correspondence -2D and 3D shapes -patterns -measuring objects -classifying objects</p>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>back cover of a book. (RI.PK.5)</p> <p>-Students will identify the author and illustrator in an informational text. (RI.PK.6)</p> <p>-Students will tell how the illustrations support informational text. (RI.PK.7)</p> <p>-Students will use digital tools to express ideas (e.g., taking a picture of a block structure to document). (W.PK.6)</p> <p>-Students will participate in shared research or writing projects. (W.PK.7)</p> <p>-Students will recall information from experience or familiar topic to answer a question. (W.PK.8)</p> <p>-Students will generate words that are similar in meaning. (L.PK.4a)</p> <p>-Use drawings or visual displays to add descriptions to provide additional detail. (SL.PK.5)</p> <p>-Students will begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects. (K.MD.1)</p>	

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>-Students will compare and order up to 5 objects according to measurable attributes. (K.MD.2)</p> <p>-Students will represent addition and subtraction by manipulating up to 5 objects. (K.OA.1, K.OA.2, K.OA.3)</p> <p>-Students will begin to represent simple word problem data in pictures. (K.OA.4)</p>	

Unit 1	Recommended Duration: Trimester 1
<p>Unit Description: Students begin the school year becoming familiar with their peers, classroom rules, and expectations. In literacy, students are exposed to a variety of fiction and non-fiction texts and print concepts. In math, students begin participating in the morning calendar routine, weather graphing, and counting. Students work primarily in centers. Possible first trimester themes include family, restaurant, and autumn.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ○ What is reading? ○ Who reads books? ○ What do you know about reading? ○ What does an author do? ○ What does an illustrator do? ○ Do stories remind you of yourself or others? ○ Why should I read? ○ What do I learn from print? ○ What makes a great story? ○ Can pictures tell a story? ○ What does the story remind you of? ○ How are words made? ○ Do letters make words? ○ Can you make words rhyme? ○ Can you be an author? ○ Can you be an illustrator? ○ How does a picture tell a story? ○ What is a conversation? ○ What does it mean to listen? ○ Why do we ask questions? ○ What are upper and lowercase letters? ○ What is counting ○ What are numbers? ○ How can numbers represent objects? ○ What does less than, greater than, and equal to mean? ○ What do first and last mean? 	<ul style="list-style-type: none"> ○ Students develop social and emotional competencies and confidence through positive interactions with other peers and adults and learning to problem solve appropriately. ○ Students become more independent and confident as they complete activities that require gross and fine motor skills. ○ Preschool students need time and exposure to appropriate literacy environments that include emergent reading, emergent writing, listening and speaking, foundational skills, and language. This exposure helps develop the foundation for readers and writers. ○ Early childhood math focuses on numbers, spatial relationships, measurement, geometry, and most importantly, sense of number as quantity. Opportunities for learning are available throughout the day in small and large group activities. The mathematical practice skills are taught within the standards addressed, giving students ongoing opportunities to explore and develop their mathematical thinking.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ○ What is a pattern? ○ How do you describe length and weight? ○ How can we sort? ○ What are shapes? 	

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Social/ Emotional Development:</p> <ul style="list-style-type: none"> -0.1.P.A.3 -0.2.P.A.1 -0.2.P.A.3 -0.2.P.A.4 -0.4.P.A.1 -0.4.P.A.2 -0.4.P.A.4 -0.4.P.A.5 -0.5.P.A.1 -0.5.P.A.2 -0.5.P.A.4 -0.5.P.A.5 <p>Health, Safety, and Physical Education:</p> <ul style="list-style-type: none"> -2.5.P.A.1 -2.5.P.A.2 -2.5.P.A.3 <p>Reading and Writing:</p> <ul style="list-style-type: none"> -RF.PK.1a-d -RF.PK.3a -RF.PK.3c -RF.PK.4 -W.PK.1 	<p>-Students will actively engage in activities and interactions with teachers and peers. (0.1.P.A.3)</p> <p>-Students will make independent choices. (0.2.P.A.1)</p> <p>-Students will move through class routines and transitions with minimal teacher direction. (0.2.P.A.3)</p> <p>-Students will stay on task for a period of time. (0.2.P.A.4)</p> <p>-Students will engage appropriately with peers and teachers in classroom activities. (0.4.P.A.1)</p> <p>-Students will demonstrate socially acceptable behavior. (0.4.P.A.2)</p> <p>-Students will respect the rights of others. (0.4.P.A.4)</p> <p>-Students will express needs verbally and nonverbally. (0.4.P.A.5)</p>	<p>-Engage in peer activities in large and small groups.</p> <p>-Make independent choices in the classroom.</p> <p>-Transition through class routines without prompting.</p> <p>-Stay on task.</p> <p>-Engage appropriately with peers and adults.</p> <p>-Demonstrate socially acceptable behavior.</p> <p>-Respect the rights of others.</p> <p>-Express needs verbally and nonverbally.</p> <p>-Play independently and cooperatively with peers.</p> <p>-Engage in pretend play.</p> <p>-Learn how to take turns and share.</p> <p>-Develop and refine fine and gross motor skills.</p> <p>-Develop spatial and coordination skills.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>-W.PK.2 -RI.PK.10 -RL.PK.10</p> <p>Language: -L.PK.1a -L.PK.1f -L.PK.1g -L.PK.2c -L.PK.6</p> <p>Speaking and Listening: -SL.PK.1a -SL.PK.1b -SL.PK.3 -SL.PK.4</p> <p>Math: -K.CC.1 -K.CC.2 -K.CC.3 -K.CC.4 -K.CC.5 -K.CC.6 -K.G.2 -K.MD.3</p>	<p>-Students will play independently and cooperatively in pairs and small groups. (0.5.P.A.1)</p> <p>-Students will engage in pretend play. (0.5.P.A.2)</p> <p>-Students will take turns. (0.5.P.A.4)</p> <p>-Students will understand the concept of sharing by attempting to share with peers. (0.5.P.A.5)</p> <p>-Students will develop and refine gross motor skills. (2.5.P.A.1)</p> <p>-Students will develop and refine fine-motor skills. (2.5.P.A.2)</p> <p>-Students will use objects to develop spatial and coordination skills. (2.5.P.A.3)</p> <p>-Students will track print, recognize spoken words can be written and read, recognize words are separated by spaces, and recognize and name many upper and lowercase letters of the alphabet. (RF.PK.1a-d)</p> <p>-Students will associate many letters with their names and sounds. (RF.PK.3a)</p> <p>-Students will recognize their name and familiar print in the environment. (RF.PK.3c)</p> <p>-Students will engage in a variety of texts with</p>	<p>-Follow words from left to right, top to bottom, page by page.</p> <p>-Recognize spoken words can be written and read.</p> <p>-Recognize words are separated by spaces.</p> <p>-Recognize uppercase and lowercase letters.</p> <p>-To learn letters and letter sounds.</p> <p>-Recognize first name and environmental print.</p> <p>-Engage in a variety of texts (fiction and nonfiction) with purpose and understanding.</p> <p>-To share an opinion through drawing and developmental writing (drawing, dictation, scribble writing, letter strings, or invented spelling).</p> <p>-To share information through drawing and developmental writing (drawing, dictation, scribble writing, letter strings, or invented spelling).</p> <p>-Participate in read aloud experiences with fiction and nonfiction texts.</p> <p>-Speak in complete and coherent sentences.</p> <p>-Understand and follow multi-step directions.</p> <p>-Attempt to write a letter or letters during writing</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>purpose and understanding (RF.PK.4)</p> <ul style="list-style-type: none"> - Students will use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share an opinion during play. (W.PK.1) -Students will use a combination of drawings, dictation, scribble writing, letter strings, or invented spelling to share information. (W.PK.2) -Students will participate in read aloud experiences using informational texts. (RI.PK.10) -Students will participate in read aloud experiences using literature. (RL.PK.10) -Students will print many alphabet letters. (L.PK.1a) -Students will begin to speak in complete sentences. (L.PK.1f) -Students will begin to understand and follow multi-step directions. (L.PK.1g) -Students will attempt to write a letter or letters by using scribble writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. (L.PK.2c) -Students will use words and phrases acquired 	<p>activities throughout the day.</p> <ul style="list-style-type: none"> -Use words and phrases acquired through conversations, activities, and read alouds. -Participate in conversations with peers and adults. -Orally describe familiar people, places, events, and things. -Ask and answer questions to seek help, get information or follow directions. -Count to 20 by 1s with minimal teacher support. -Recognize and name one digit numbers up to 10 with minimal teacher support. -Understand written numbers are symbols for number quantities. -Write numbers to 10 with support. -Understand the relationship between numbers and quantities. -Use one to one correspondence to solve problems by matching sets and comparing amounts. -Compare groups of up to 5 objects. -Use accurate terms to name and describe 2D shapes and 3D shapes.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>through conversations, activities, and read alouds. (L.PK.6)</p> <p>-Students will participate in conversations and interactions with peers, follow agreed upon rules for discussions, and continue a conversation. (SL.PK.1a, b)</p> <p>-Students will ask and answer questions to seek help, get information, or follow directions. (SL.PK.3)</p> <p>-Students will begin to describe familiar people, places, things, and events. (SL.PK.4)</p> <p>-Students will count to 20 by 1s with minimal prompting. (K.CC.1)</p> <p>-Students will recognize and name one digit numbers up to 10 with minimal prompting. (K.CC.2)</p> <p>-Students will understand written numbers are symbols for number quantities, and begin to write numbers to 10 with support. (K.CC.3)</p> <p>-Students will understand the relationship between numbers and quantities. (K.CC.4)</p> <p>-Students will use one to one correspondence to solve problems by matching sets and comparing amounts. (K.CC.5)</p>	<p>-Sort, order, pattern, and classify objects by attributes.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>-Students will compare groups of up to 5 objects. (K.CC.6)</p> <p>-Students will use accurate terms to name and describe 2D shapes and 3D shapes. (K.G.2)</p> <p>-Students will sort, order, pattern, and classify objects by attributes. (K.MD.3)</p>	

*Formative Assessments	*Summative Assessments:	*Performance Assessments:	*Major Activities/ Assignments (required):
<ul style="list-style-type: none"> ○ portfolio assessments ○ anecdotal notes during small group, whole group, and individual conferences ○ checklists for foundational skills ○ student work samples ○ think, pair, share ○ classroom questions and discussion 	<ul style="list-style-type: none"> ○ portfolio assessments ○ TOM Propels suggested rubric ○ Foundations assessment ○ concepts of print assessment 	<ul style="list-style-type: none"> ○ observing and documenting a student’s work during a course of a unit to accumulate a record of a child’s growth and development ○ observations ○ portfolios ○ educator ratings ○ TOM Propels suggested rubric 	<ul style="list-style-type: none"> ○ See TOM pacing chart ○ FOUNDATIONS introduction of letter-keyword-sound sequence – follow ABC order, 2 letters per week (13 weeks- continued in Unit 2) ○ attention focusing activities ○ classroom rule development ○ community building ○ calendar ○ weather graphing ○ message of the day ○ pretend transitions ○ scaffolded writing ○ creative writing center ○ buddy reading ○ puzzles, blocks, manipulatives

*Formative Assessments	*Summative Assessments:	*Performance Assessments:	*Major Activities/ Assignments (required):
			<ul style="list-style-type: none"> ○ make believe plan, practice, and planning -share the news ○ story lab- active listening, character empathy, connections, vocabulary ○ making class collections ○ share the news

Assessment Adjustments: How will the teacher provide multiple means for the following student groups to **EXPRESS their understanding and comprehension of the content/skills taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website ([PreK Support for All Learners](#)) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

*Instructional Strategies: (List and describe.)
<ul style="list-style-type: none"> ○ Are developmentally appropriate for the age of the student ○ Acknowledge what students say and do in the classroom ○ Encourage persistence and effort, not just praise ○ Give specific feedback ○ Model rather than just tell ○ Ask thought provoking questions ○ Allow for creativity ○ Challenge all learners ○ Provide scaffolding

Instructional Adjustments: How will the teacher provide multiple means for the following student groups to **ACCESS the content/skills being taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website ([PreK Support for All Learners](#)) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

Unit Vocabulary:
<p>Essential: zero, one, two, three, four, five, six, seven, eight, nine, ten, count, greater than, less than, equal to, first</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: embedded into student centers to enhance learning experiences</p> <p>Mathematics: embedded into student centers to enhance learning experiences</p> <p>Science: -weather graphing (5.4.P.F.1) -science eyes center (5.1.P.D.1) -read aloud of science books (5.1.P.C.1)</p> <p>Visual and Performing Arts: -music and movement activities, freeze game (1.3.P.A.1) -attention focusing activities (1.3.P.A.2) -physical self-regulation games and songs (1.3.P.A.3-1.3.P.A.5, 1.3.P.B.1-6, 1.4.P.A.2) -story lab and active listening (1.4.P.A.6, 1.4.P.A.7) -make believe play (1.3.P.C.1-6) -share the news (1.4.P.A.3) -any TOM process oriented activities (1.3.P.D.1-6, 1.4.P.A.4)</p> <p>Health/PE: -story labs (2.1.P.C.1, 2.1.P.A.2, 2.1.P.B.1-2) -make believe play (2.1.P.D.1-4) -physical regulation, outdoor play</p>	<p>Example activities:</p> <p>Substitution- using technology to draw and color (writing center)</p> <p>Augmentation- using shapes that have already been created on a tablet and move them around to create new images (math center)</p> <p>Modification- creating new projects using an app (art center)</p> <p>Redefinition- beginning an interactive class blog (calendar time)</p>	<p><input type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy-</p>	<p><input type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> ○ Social/emotional skills are taught throughout the preschool day. Students learn to think independently and problem solve. This is embedded in the TOM framework. <p><input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input type="checkbox"/> Communication & Collaboration</p> <p><input type="checkbox"/> Information Literacy</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>(2.6.P.A.1) -puzzles, manipulatives, block play (2.6.P.A.2)</p> <p>World Languages: based on teacher created theme centers</p> <p>Social Studies: embedded into student centers to enhance learning experiences</p> <p>Technology: embedded into student centers to enhance learning experiences (8.1-8.5)</p>			

Resources:
<p>Texts/Materials for Family, Restaurant, or Autumn Themes:</p> <ul style="list-style-type: none"> ○ What Families Do- Olive Jackson^{[L][SEP]} ○ The Family Book- Todd Parr^{[L][SEP]} ○ All Families are Special- Norma Simons^{[L][SEP]} ○ The Daddy Book- Todd Parr^{[L][SEP]} ○ The Mommy Book- Todd Parr ○ I am America- Charles R. Smith Jr.^{[L][SEP]} ○ It's Okay to be Different- Todd Parr^{[L][SEP]} ○ My Family Community- Bobbie Kalman^{[L][SEP]} ○ Picking Apples and Pumpkin- Amy & Richard Hutchings

Resources:

- A Chair for my Mother- Vera B Williams^[L]_[SEP]
- Peter's Chairs- Ezra Jack Keats^[L]_[SEP]
- Me and My Sister- Ruth Oh^[L]_[SEP]
- Me and My Brother- Ruth Oh^[L]_[SEP]
- Bright Eyes, Brown Skin- Cheryl Willis Hudson & Bernette G. Ford
- Two Homes- Claire Masurel^[L]_[SEP]
- My Mei Mei- Ed Young^[L]_[SEP]
- Owl Babies- Martin Waddel
- Bread, Bread, Bread – Ann Morris^[L]_[SEP]
- Midday Meals Around the World- Michele Zurakowski^[L]_[SEP]
- Snack Time Around the World- Michele Zurakowski^[L]_[SEP]
- Pumpkin Circle- George Levenson^[L]_[SEP]
- Picking Apples and Pumpkin- Amy & Richard Hutchings
- Thanksgiving Day- Gail Gibbons^[L]_[SEP]
- How Do Dinosaurs Eat Their Food? – Jane Tollen & Mark Taugue
- If You Give a Cat a Cupcake- Laura Numeroff^[L]_[SEP]
- 10 Fat Turkeys- Tony Johnson
- Thanksgiving Day- Gail Gibbons^[L]_[SEP]
- Hats, Hats, Hats- Ann Morris
- Neighborhood Shopping- Jennifer Gillis
- Count- Dennis Flemming
- The Night Before Thanksgiving- Natasha Wing^[L]_[SEP]
- 10 Fat Turkeys- Tony Johnson
- Carl Goes Shopping- Alexandra Day^[L]_[SEP]
- The Lady with the Alligator Purse- Mary Ann Hoberman

Resources:

- Hats off to Hair- Virginia Kroll ^{SEP}

Unit 2	Recommended Duration: Trimester 2
<p>Unit Description: Students continue the school year developing their skills in centers. Possible second trimester themes include shopping mall, grocery store, pet/vet hospital, and community helpers.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ○ What is reading? ○ Who reads books? ○ What do you know about reading? ○ What does an author do? ○ What does an illustrator do? ○ Do stories remind you of yourself or others? ○ Why should I read? ○ What do I learn from print? ○ What makes a great story? ○ Can pictures tell a story? ○ What does the story remind you of? ○ How are words made? ○ Do letters make words? ○ Can you make words rhyme? ○ Can you be an author? ○ Can you be an illustrator? ○ How does a picture tell a story? ○ What is a conversation? ○ What does it mean to listen? ○ Why do we ask questions? ○ What are upper and lowercase letters? ○ What is counting ○ What are numbers? ○ How can numbers represent objects? ○ What does less than, greater than, and equal to mean? 	<ul style="list-style-type: none"> ○ Students develop social and emotional competencies and confidence through positive interactions with other peers and adults and learning to problem solve appropriately. ○ Students become more independent and confident as they complete activities that require gross and fine motor skills. ○ Preschool students need time and exposure to appropriate literacy environments that include emergent reading, emergent writing, listening and speaking, foundational skills, and language. This exposure helps develop the foundation for readers and writers. ○ Early childhood math focuses on numbers, spatial relationships, measurement, geometry, and most importantly, sense of number as quantity. Opportunities for learning are available throughout the day in small and large group activities. The mathematical practice skills are taught within the standards addressed, giving students ongoing opportunities to explore and develop their mathematical thinking.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ○ What do first and last mean? ○ What is a pattern? ○ How do you describe length and weight? ○ How can we sort? ○ What are shapes? 	

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Social/ Emotional Development: *all previous standards from Unit 1 -0.1.P.A.1 -0.1.P.A.2 -0.1.P.A.4 -0.2.P.A.2</p> <p>Health, Safety, and Physical Education: -2.5.P.A.1 -2.5.P.A.2 -2.5.P.A.3</p> <p>Reading and Writing: *all previous standards from unit 1 -RL.PK.1 -RL.PK.2 -RL.PK.3 -RL.PK.4 -RL.PK.5 -RL.PK.6 -RL.PK.7 -RL.PK.9 -W.PK.5</p>	<p>-Students will express individuality by making independent decisions about what materials to use. (0.1.P.A.1)</p> <p>-Students will express ideas for activities and initiate discussions. (0.1.P.A.2)</p> <p>-Students will discuss their own actions and efforts. (0.1.P.A.4)</p> <p>-Students will demonstrate self-help skills. (0.2.P.A.2)</p> <p>-Students will develop and refine gross motor skills. (2.5.P.A.1)</p> <p>-Students will develop and refine fine-motor skills. (2.5.P.A.2)</p> <p>-Students will use objects to develop spatial and coordination skills. (2.5.P.A.3)</p> <p>-Students will ask and answer key elements in a familiar story or poem. (RL.PK.1)</p>	<p>-Make independent decisions about what materials to use.</p> <p>-Express ideas for activities and initiate discussions.</p> <p>-Discuss their actions and efforts.</p> <p>-Demonstrate self-help skills.</p> <p>-Develop and refine fine and gross motor skills.</p> <p>-Develop spatial and coordination skills.</p> <p>-Ask and answer key elements in a familiar story.</p> <p>-Retell familiar stories or poems.</p> <p>-Identify characters, settings, and major events in a familiar story.</p> <p>-Ask and answer questions about unfamiliar words in a story or poem.</p> <p>-Recognize common types of literature.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Language: *all previous standards from Unit 1 -L.PK.1b -L.PK.1c -L.PK.1d -L.PK.1e -L.PK.5a -L.PK.5b -L.PK.5c</p> <p>Speaking and Listening: *all previous standards from Unit 1 -SL.PK.2</p> <p>Math: *all previous standards from Unit 1 -K.G.1 -K.G.4 -K.G.5</p>	<p>-With prompting and support, students will retell familiar stories or poems. (RL.PK.2)</p> <p>-With prompting and support, students will identify characters, settings, and major events in a familiar story. (RL.PK.3)</p> <p>-Students will ask and answer questions about unfamiliar words in a story or poem read aloud. (RL.PK.4)</p> <p>-Students will recognize common types of literature. (RL.PK.5)</p> <p>-With prompting and support, students will identify the role of author and illustrator. (RL.PK.6)</p> <p>-Students will tell how illustrations support the story. (RL.PK.7)</p> <p>-Students will tell how adventures are alike and different using a familiar storybook. (RL.PK.9)</p> <p>-Students will share a drawing with dictation, scribble writing, letter-strings, or invented spelling to describe a real or imagined event. (W.PK.5)</p> <p>-Students will use frequently occurring nouns and verbs. (L.PK.1b)</p> <p>-Students will form regular plural nouns (L.PK.1c)</p>	<p>-Identify the role of author and illustrator in a story.</p> <p>-Tell how illustrations support the story.</p> <p>-Tell how adventures are alike and different using a familiar storybook.</p> <p>-Write or tell about a real or imagined event.</p> <p>-Use frequently occurring nouns and verbs.</p> <p>-Form regular plural nouns.</p> <p>-Understand and use question words.</p> <p>-Use frequently occurring prepositions.</p> <p>-Use frequently occurring nouns and verbs.</p> <p>-Form regular plural nouns.</p> <p>-Understand and use question words.</p> <p>-Use frequently occurring prepositions.</p> <p>-Sort familiar objects.</p> <p>-Understand opposites of simple words.</p> <p>-Speak in complete and coherent sentences.</p> <p>-Understand and follow multi-step directions.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> -Understand and use question words. (L.PK.1d) -Use frequently occurring prepositions. (L.PK.1e) -Students will use frequently occurring nouns and verbs. (L.PK.1b) -Students will form regular plural nouns (L.PK.1c) -Understand and use question words. (L.PK.1d) -Use frequently occurring prepositions. (L.PK.1e) -To begin to sort familiar objects. (L.PK.5a) -To begin to understand opposites of simple words. (L.PK.5b) -Students will ask and answer questions about a text or other information read aloud or presented orally. (SL.PK.2) -Students will respond to and use positional words. (K.G.1) -Students will manipulate, compare, and discuss attributes of 2D and 3D shapes. (K.G.4, K.G.5) 	<ul style="list-style-type: none"> -Ask and answer questions about a text or other information read aloud or presented orally. -Orally describe familiar people, places, events, and things. -Respond to and use positional words. -Manipulate, compare, and discuss attributes of 2D and 3D shapes.

*Formative Assessments	*Summative Assessments:	*Performance Assessments:	*Major Activities/ Assignments (required):
<ul style="list-style-type: none"> ○ portfolio assessments ○ anecdotal notes during small group, whole group, and individual conferences ○ checklists for foundational skills ○ student work samples ○ think, pair, share ○ classroom questions and discussion 	<ul style="list-style-type: none"> ○ portfolio assessments ○ TOM Propels suggested rubric ○ Foundations assessment ○ concepts of print assessment 	<ul style="list-style-type: none"> ○ observing and documenting a student’s work during a course of a unit to accumulate a record of a child’s growth and development ○ observations ○ portfolios ○ educator ratings ○ TOM Propels suggested rubric 	<ul style="list-style-type: none"> ○ See TOM pacing chart ○ FOUNDATIONS introduction of letter-keyword-sound sequence – follow ABC order, 2 letters per week (Continued from in Unit 1) ○ attention focusing activities ○ calendar ○ weather graphing ○ message of the day ○ pretend transitions ○ scaffolded writing ○ creative writing center ○ buddy reading ○ author’s chair ○ puzzles, blocks, manipulatives ○ make believe plan, practice, and planning -share the news ○ story lab- active listening, character empathy, connections, vocabulary ○ making class collections ○ share the news

Assessment Adjustments: How will the teacher provide multiple means for the following student groups to **EXPRESS their understanding and comprehension of the content/skills taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website ([PreK Support for All Learners](#)) and are embedded within teachers’ lesson plans to meet the specific needs of their student population.*

*Instructional Strategies: (List and describe.)
<ul style="list-style-type: none"> ○ Are developmentally appropriate for the age of the student ○ Acknowledge what students say and do in the classroom ○ Encourage persistence and effort, not just praise

***Instructional Strategies:** *(List and describe.)*

- Give specific feedback
- Model rather than just tell
- Ask thought provoking questions
- Allow for creativity
- Challenge all learners
- Provide scaffolding

Instructional Adjustments: How will the teacher provide multiple means for the following student groups to **ACCESS the content/skills being taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website ([PreK Support for All Learners](#)) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

Unit Vocabulary:

Essential: greater, less than, equal to, first, last, how many, patterns, short, tall, empty, heavy, full, light, small, big, length, weight, sort

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: embedded into student centers to enhance learning experiences</p> <p>Mathematics: embedded into student centers to enhance learning experiences</p> <p>Science: -weather graphing (5.4.P.F.1) -science eyes center (5.1.P.D.1) -read aloud of science books (5.1.P.C.1)</p> <p>Visual and Performing Arts: -music and movement activities, freeze</p>	<p>Example activities:</p> <p>Substitution- using technology to draw and color (writing center)</p> <p>Augmentation- using shapes that have already been created on a tablet and move them around to create new images (math center)</p> <p>Modification- creating new projects using an app (art center)</p> <p>Redefinition- beginning an</p>	<p><input type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy-</p>	<p><input type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> ○ Social/emotional skills are taught throughout the preschool day. Students learn to think independently and problem solve. This is embedded in the TOM framework. <p><input type="checkbox"/> Life and Career Skills (<i>flexibility,</i></p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>game (1.3.P.A.1) -attention focusing activities (1.3.P.A.2) -physical self-regulation games and songs (1.3.P.A.3-1.3.P.A.5, 1.3.P.B.1-6, 1.4.P.A.2) -story lab and active listening (1.4.P.A.6, 1.4.P.A.7) -make believe play (1.3.P.C.1-6) -share the news (1.4.P.A.3) -any TOM process oriented activities (1.3.P.D.1-6, 1.4.P.A.4)</p> <p>Health/PE: -story labs (2.1.P.C.1, 2.1.P.A.2, 2.1.P.B.1-2) -make believe play (2.1.P.D.1-4) -physical regulation, outdoor play (2.6.P.A.1) -puzzles, manipulatives, block play (2.6.P.A.2)</p> <p>World Languages: based on teacher created theme centers</p> <p>Social Studies: embedded into student centers to enhance learning experiences</p> <p>Technology: embedded into student centers to enhance learning experiences (8.1-8.5)</p>	<p>interactive class blog (calendar time)</p>		<p><i>initiative, cross-cultural skills, productivity, leadership, etc.)</i></p> <p>___ Information & Communication Technologies Literacy</p> <p>___ Communication & Collaboration</p> <p>___ Information Literacy</p>

Resources:

Texts/Materials for Community Helpers, Shopping Mall, Grocery Store, or Pet/Vet Hospital Themes:

- A Day with a Mail Carrier- Jan Kottke^[L]_[SEP]
- Community Helpers From A to Z- Bobby Kalman^[L]_[SEP]
- In My Neighborhood- Mari C. Schuh^[L]_[SEP]
- My Neighborhood- Susan Ring^[L]_[SEP]
- Meet My Neighbor, the Builder- Marc Crabtree^[L]_[SEP]
- Fire Engines- Anne Rockwell^[L]_[SEP]
- Communities – Gail Saunders-Smith^[L]_[SEP]
- Places in My Community- Bobbie Kalman^[L]_[SEP]
- Helpers in My Community – Bobbie Kalman^[L]_[SEP]
- My Family Community – Bobbie Kalman^[L]_[SEP]
- Goodnight, Goodnight Construction Site – Sherry Duskey Rinker
- Who Am I?- Millen Lee^[L]_[SEP]
- Fire House Sal- Larry Dane Brimmer^[L]_[SEP]
- I am Fire- Jean Marzollo^[L]_[SEP]
- Jack’s House- Karen Magnuson Beil^[L]_[SEP]
- Dot the Fire Dog- Lisa Desimini^[L]_[SEP]
- Firefighter Ted – Andrea Beaty^[L]_[SEP]
- Froggy Goes to School – Jonathan London
- Mary Wore Her Red Dress and Henry Wore His Green Sneakers- Merle Peek
- Llama Llama Red Pajama- Anna Dewdney
- Shoes- Elizabeth Winthrop
- Whose Shoes?- Stephen R. Swinburne
- Don’t Forget the Bacon!- Pat Hutchins
- Maisy Goes Shopping- Lucy Cousins

Resources:

- Lobsters on the Loose- Jennifer Ginn
- Just Shopping With Mom- Mercer Mayer
- Who's in Grandma's Grocery Bag?- Hui-Mai Pan
- Not Norman A Goldfish Story- Kelly Bennett
- Hooray For Birds- Lucy Cousins
- What Pet to Get?- Emma Dodd
- A Day in the Life of a Veterinarian- Heather Adamson
- A Visit to the Supermarket- Blake A. Hoena^[L]_[SEP]
- Everybody Eats Bread- Diana Noonan^[L]_[SEP]
- Bread, Bread, Bread – Ann Morris^[L]_[SEP]
- At the Supermarket – Ann Rockwell^[L]_[SEP]
- Supermarket! – Kathleen Krull & Melanie Hope Greenberg
- I Shop with My Daddy- Grace Maccarone^[L]_[SEP]
- If You Give a Moose a Muffin- Laura Numeroff^[L]_[SEP]
- If You Give a Mouse a Cookie- Laura Numeroff^[L]_[SEP]
- If You Give a Pig a Pancake – Laura Numeroff^[L]_[SEP]

Unit 3	Recommended Duration: Trimester 3
Unit Description: As students finish the school year, they become more secure in the skills and concepts taught and complete tasks more independently. Possible third trimester theme options include museum, camping, farm, circus, and beach.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ○ What is reading? ○ Who reads books? ○ What do you know about reading? ○ What does an author do? ○ What does an illustrator do? ○ Do stories remind you of yourself or others? ○ Why should I read? ○ What do I learn from print? ○ What makes a great story? ○ Can pictures tell a story? ○ What does the story remind you of? ○ How are words made? ○ Do letters make words? ○ Can you make words rhyme? ○ Can you be an author? ○ Can you be an illustrator? ○ How does a picture tell a story? ○ What is a conversation? ○ What does it mean to listen? ○ Why do we ask questions? ○ What are upper and lowercase letters? ○ What is counting ○ What are numbers? ○ How can numbers represent objects? ○ What does less than, greater than, and equal to mean? ○ What do first and last mean? ○ What is a pattern? 	<ul style="list-style-type: none"> ○ Students develop social and emotional competencies and confidence through positive interactions with other peers and adults and learning to problem solve appropriately. ○ Students become more independent and confident as they complete activities that require gross and fine motor skills. ○ Preschool students need time and exposure to appropriate literacy environments that include emergent reading, emergent writing, listening and speaking, foundational skills, and language. This exposure helps develop the foundation for readers and writers. ○ Early childhood math focuses on numbers, spatial relationships, measurement, geometry, and most importantly, sense of number as quantity. Opportunities for learning are available throughout the day in small and large group activities. The mathematical practice skills are taught within the standards addressed, giving students ongoing opportunities to explore and develop their mathematical thinking.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ○ How do you describe length and weight? ○ How can we sort? ○ What are shapes? 	

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Social/ Emotional Development: *all previous standards from Unit 1 and 2 -0.3.P.A.1 -0.3.P.A.2 -0.3.P.A.3 -0.4.P.A.3 -0.4.P.A.6 -0.5.P.A.3</p> <p>Health, Safety, and Physical Education: -2.5.P.A.1 -2.5.P.A.2 -2.5.P.A.3</p> <p>Reading and Writing: *all previous standards from unit 1 and unit 2 -RF.PK.2a-c -RI.PK.1 -RI.PK.2 -RI.PK.3 -RI.PK.4 -RI.PK.5 -RI.PK.6 -RI.PK.7 -W.PK.6 -W.PK.7</p>	<p>-Students will recognize and describe a wide range of feelings. (0.3.P.A.1)</p> <p>-Students will empathize with feelings of others. (0.3.P.A.2)</p> <p>-Students will channel impulses and negative feelings. (0.3.P.A.3)</p> <p>-Students will use manners. (0.4.P.A.3)</p> <p>-Students will demonstrate verbal and non-verbal problem-solving skills. (0.4.P.A.6)</p> <p>-Students will demonstrate how to enter into play when a group of children are already involved in play. (0.5.P.A.3)</p> <p>-Students will develop and refine gross motor skills. (2.5.P.A.1)</p> <p>-Students will develop and refine fine-motor skills. (2.5.P.A.2)</p> <p>-Students will use objects to develop spatial and coordination skills. (2.5.P.A.3)</p>	<p>-Recognize and describe a wide range of feelings.</p> <p>-Empathize with feelings of others.</p> <p>-Channel impulses and negative feelings.</p> <p>-Use manners</p> <p>-Demonstrate verbal and non-verbal problem-solving skills.</p> <p>-Demonstrate how to enter into play appropriately.</p> <p>-Develop and refine fine and gross motor skills.</p> <p>-Develop spatial and coordination skills.</p> <p>-Recognize and produce rhyming words.</p> <p>-Segment syllables in spoken words by clapping out the syllables.</p> <p>-Identify many initial sounds in familiar words.</p> <p>-Recognize uppercase and lowercase letters.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>-W.PK.8</p> <p>Language: *all previous standards from Unit 1 and 2 -L.PK.4a</p> <p>Speaking and Listening: *all previous standards in Unit 1 and 2 -SL.PK.5</p> <p>Math: *all previous standards in Unit 1 and 2 -K.MD.1 -K.MD.2 -K.OA.1 -K.OA.2 -K.OA.3 -K.OA.4</p>	<p>-Students will demonstrate understanding of spoken words and begin to understand syllables and sounds (recognize and produce rhyming words, segment syllables, and identify initial sounds). (RF.PK.2a-c)</p> <p>-Students will ask and answer questions in a familiar text. (RI.PK.1)</p> <p>-Students will recall important facts from a familiar text. (RI.PK.2)</p> <p>-Students will make a connection with pieces of information in a familiar text. (RI.PK.3)</p> <p>-Students will ask and answer questions about unfamiliar words in informational text. (RI.PK.4)</p> <p>-Students will identify the front and back cover of a book. (RI.PK.5)</p> <p>-Students will identify the author and illustrator in an informational text. (RI.PK.6)</p> <p>-Students will tell how the illustrations support informational text. (RI.PK.7)</p> <p>-Students will use digital tools to express ideas (e.g., taking a picture of a block structure to document). (W.PK.6)</p> <p>-Students will participate in shared research or</p>	<p>-Ask and answer questions in a familiar text.</p> <p>-Recall important facts from a familiar text.</p> <p>-Make a connection with a piece of information in a familiar text.</p> <p>-Ask and answer questions about unfamiliar words in informational text.</p> <p>-Identify the front and back cover of a book.</p> <p>-Identify the author and illustrator in an informational text.</p> <p>-Tell how the illustrations support informational text.</p> <p>-Use digital tools to express ideas.</p> <p>-Participate in shared research or writing projects.</p> <p>-Recall information from experience or familiar topic to answer questions.</p> <p>-Generate words that are similar in meaning.</p> <p>-Speak in complete and coherent sentences.</p> <p>-Understand and follow multi-step directions.</p> <p>-Participate in conversations with peers and adults.</p> <p>-Use drawings or visual displays to add detail.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>writing projects. (W.PK.7)</p> <p>-Students will recall information from experience or familiar topic to answer a question. (W.PK.8)</p> <p>-Students will generate words that are similar in meaning. (L.PK.4a)</p> <p>-Students will use drawings or visual displays to add to descriptions to provide additional detail. (SL.PK.5)</p> <p>-Students will begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects. (K.MD.1)</p> <p>-Students will compare and order up to 5 objects according to measurable attributes. (K.MD.2)</p> <p>-Students will represent addition and subtraction by manipulating up to 5 objects. (K.OA.1, K.OA.2, K.OA.3)</p> <p>-Students will begin to represent simple word problem data in pictures. (K.OA.4)</p>	<p>-Use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects.</p> <p>-Compare and order up to 5 objects according to measurable attributes.</p> <p>-Manipulating up to 5 objects to represent addition and subtraction.</p> <p>-Represent simple word problem data in pictures.</p>

*Formative Assessments	*Summative Assessments:	*Performance Assessments:	*Major Activities/ Assignments (required):
<ul style="list-style-type: none"> ○ portfolio assessments ○ anecdotal notes during small 	<ul style="list-style-type: none"> ○ portfolio assessments ○ TOM Propels suggested 	<ul style="list-style-type: none"> ○ observing and documenting a student's work during a course 	<ul style="list-style-type: none"> ○ attention focusing activities ○ classroom rule development

*Formative Assessments	*Summative Assessments:	*Performance Assessments:	*Major Activities/ Assignments (required):
<ul style="list-style-type: none"> group, whole group, and individual conferences ○ checklists for foundational skills 	<ul style="list-style-type: none"> rubric ○ Foundations assessment ○ concepts of print assessment 	<ul style="list-style-type: none"> of a unit to accumulate a record of a child’s growth and development ○ observations ○ portfolios ○ educator ratings ○ TOM Propels suggested rubric 	<ul style="list-style-type: none"> ○ community building ○ calendar ○ weather graphing ○ message of the day ○ pretend transitions ○ scaffolded writing ○ creative writing center ○ buddy reading ○ author’s chair ○ puzzles, blocks, manipulatives ○ make believe plan, practice, and planning -share the news ○ story lab- active listening, character empathy, connections, vocabulary ○ making class collections ○ share the news

Assessment Adjustments: How will the teacher provide multiple means for the following student groups to **EXPRESS their understanding and comprehension of the content/skills taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website ([PreK Support for All Learners](#)) and are embedded within teachers’ lesson plans to meet the specific needs of their student population.*

*Instructional Strategies: (List and describe.)
<ul style="list-style-type: none"> ○ Are developmentally appropriate for the age of the student ○ Acknowledge what students say and do in the classroom ○ Encourage persistence and effort, not just praise ○ Give specific feedback ○ Model rather than just tell ○ Ask thought provoking questions ○ Allow for creativity ○ Challenge all learners

***Instructional Strategies:** *(List and describe.)*

- Provide scaffolding

Instructional Adjustments: How will the teacher provide multiple means for the following student groups to **ACCESS the content/skills being taught? (Modifications/Accommodations/Differentiation) for the following subgroups: special education student, English language learner, struggling learner, and advanced learner can be found on our website ([PreK Support for All Learners](#)) and are embedded within teachers' lesson plans to meet the specific needs of their student population.*

Unit Vocabulary:

Essential: square, triangle, rectangle, circle, top, bottom, up, down, front, behind, size, shape, color, same, different

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21st Century Themes: <i>(Check and explain how the connection is made.)</i>	21st Century Skills: <i>(Check and explain how the connection is made.)</i>
<p>E/LA: embedded into student centers to enhance learning experiences</p> <p>Mathematics: embedded into student centers to enhance learning experiences</p> <p>Science: -weather graphing (5.4.P.F.1) -science eyes center (5.1.P.D.1) -read aloud of science books (5.1.P.C.1)</p> <p>Visual and Performing Arts: -music and movement activities, freeze game (1.3.P.A.1) -attention focusing activities (1.3.P.A.2) -physical self-regulation games and songs (1.3.P.A.3-1.3.P.A.5, 1.3.P.B.1-6,</p>	<p>Example activities:</p> <p>Substitution- using technology to draw and color (writing center)</p> <p>Augmentation- using shapes that have already been created on a tablet and move them around to create new images (math center)</p> <p>Modification- creating new projects using an app (art center)</p> <p>Redefinition- beginning an interactive class blog (calendar time)</p>	<p><input type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy-</p>	<p><input type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving</p> <ul style="list-style-type: none"> ○ Social/emotional skills are taught throughout the preschool day. Students learn to think independently and problem solve. This is embedded in the TOM framework. <p><input type="checkbox"/> Life and Career Skills <i>(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)</i></p> <p><input type="checkbox"/> Information & Communication</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
<p>1.4.P.A.2) -story lab and active listening (1.4.P.A.6, 1.4.P.A.7) -make believe play (1.3.P.C.1-6) -share the news (1.4.P.A.3) -any TOM process oriented activities (1.3.P.D.1-6, 1.4.P.A.4)</p> <p>Health/PE: -story labs (2.1.P.C.1, 2.1.P.A.2, 2.1.P.B.1-2) -make believe play (2.1.P.D.1-4) -physical regulation, outdoor play (2.6.P.A.1) -puzzles, manipulatives, block play (2.6.P.A.2)</p> <p>World Languages: based on teacher created theme centers</p> <p>Social Studies: embedded into student centers to enhance learning experiences</p> <p>Technology: embedded into student centers to enhance learning experiences (8.1-8.5)</p>			<p>Technologies Literacy</p> <p>____ Communication & Collaboration</p> <p>____ Information Literacy</p>

Resources:

Texts/Materials for Museum, Camping, Farm, Circus, or Beach Themes:

- A Night at the Museum- Milan Trenc
- Babar’s Museum of Art- Laurent De Brunhoff
- The Lost Dinosaur Bone- Mercer Mayer
- Maisy Goes Camping- Lucy Cousins
- Llama Llama Loves Camping- Anna Dewdney
- S is for Smores- Helen Foster James
- Oh So Quiet!- Lindsey Craig
- Our Great Big Backyard- Laura Bush
- Maisy’s Morning on the Farm- Lucy Cousins
- The Little Red Hed- Diane Muldrow
- Three Hens and a Peacock- Lester Laminack
- Sylvester and the Magic Pebble- William Steig
- Circus- Lois Ehlert
- The Circus Ship- Chris Van Dusen
- Last Night I Dreamed a Circus- Maya Gottfried
- Mirette on the High Wire- Emily McCully
- A House for Hermit Crab- Eric Carle^[L]_[SEP]
- Swimmy-Leo Lionni^[L]_[SEP]
- There Was an Old Lady Who Swallowed a Shell- Lucille Colandro
- Hello, Fish- Sylvia Earle^[L]_[SEP]
- My Visit to the Aquarium- Alik^[L]_[SEP]
- Oceans Alive Whales- Ann Herriges
- Let’s Swim! – Carol K. Lindeen^[L]_[SEP]
- Water Safety- Peggy Pancella
- Swimming- Krik Bizley^[L]_[SEP]
- Let’s Look at Summer- Sarah L. Schuette