

PRESCHOOL CURRICULUM

Strand Topic: LA: 1A. Listens to and Understands Increasingly Complex Language

Standard/Enduring Understanding: A-1. Comprehends Language

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do students comprehend language?</p>	<p>Identifies environmental sounds</p> <p>Teacher modeling</p> <p>Teacher think –Alouds</p> <p>Demonstrating understanding of language with peers and adults</p> <p>‘Wh’ questions with assistance.</p> <p>‘wh’ questions independently.</p>	<p>Identify objects</p> <p>Attends to name</p> <p>Answers “wh” questions by pointing</p> <p>Identify environmental objects</p> <p>Attend to short story and answer simple questions based on the story</p>	<p>Read Alouds</p> <p>Singing</p> <p>Finger plays</p> <p>Greetings</p> <p>Sorting activities</p> <p>Free play</p> <p>Outside play</p> <p>Pretend play (dress up, doll house, kitchen area)</p>	<p>Labels in classroom</p> <p>Songs</p> <p>Books</p> <p>SMARTboard</p> <p>Variety of toys</p> <p>Sorting games</p>	<p>Observation</p> <p>Checklist</p>

Strand Topic: Language Arts and Literacy: 1A. Listens to and Understands Increasingly Complex Language

Standard/Enduring Understanding: A2. Responds appropriately to complex statements, questions, vocabulary, and stories.

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children respond to verbal language?</p> <p>What is a question and why do we want children to answer them?</p> <p>How do adults know if a child likes and understands a story?</p>	<p>Read Alouds</p> <p>Think Alouds</p> <p>Read aloud with questions. Teacher model of answer.</p> <p>Read aloud with questions. Yes/no questions.</p> <p>'Wh' questions with assistance.</p> <p>'wh' questions independently.</p>	<p>Attention to language tasks</p> <p>Social Referencing</p> <p>Vocabulary</p> <p>Story sequencing</p> <p>Story retell</p> <p>Non-verbal answering of questions and statements?</p> <p>Verbal response of yes/no questions</p> <p>Verbal response of 'wh' questions.</p>	<p>Read Alouds</p> <p>Vocabulary Games such as bingo, lotto etc.</p> <p>Puppets and puppet shows</p> <p>Pretend play in housekeeping and other areas.</p> <p>Circle Time and Calendar Time</p> <p>Songs and Finger Plays</p> <p>Drawing to depict a portion of a story</p>	<p>Books</p> <p>Vocabulary Lotto</p> <p>Super Dupor Bingo vocabulary bingo games</p> <p>CD's for songs such as Dr. Jean and Exploring Language through songs and play.</p> <p>Art supplies, Crayons, paints, paper</p>	<p>Observation</p> <p>Checklist</p>

Strand Topic: Language Arts and Literacy: 1A . Listens to and Understands Increasingly Complex Language
Standard/Enduring Understanding: A3. Follows detailed, instructional, multi-step directions.

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children learn the steps necessary to follow directions?</p> <p>Why is following directions important?</p>	<p>Teacher modeling</p> <p>Following direction with teacher</p> <p>Follow directions using whole body (touch your ears etc.)</p> <p>Follow directions with manipulatives (e.g., put the beanbag under the chair)</p> <p>Follow 1-step directions with assistance.</p> <p>Follow 1-step directions independently.</p> <p>Follow multi-step directions with assistance.</p> <p>Follow Multi-step directions independently.</p>	<p>Attention to language tasks</p> <p>Social Referencing</p> <p>Vocabulary</p> <p>Understanding of concepts (spatial, quantity, quality, attribute etc.)</p>	<p>Follow the leader games</p> <p>Songs</p> <p>Simon Says</p> <p>Coloring activities</p> <p>Movement activities that involve directions (e.g. Mother may I, Twister etc.)</p> <p>Coloring activities</p> <p>Memory games</p> <p>Manipulative games</p>	<p>CD's and Songs</p> <p>Books</p> <p>Twister Game</p> <p>Other Board Games-Candy Land, Mystery Hat etc.</p> <p>Super Dupor</p> <p>HearDuilder</p> <p>Auditory Directions (computer program)</p>	<p>Observation</p> <p>Checklist</p>

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Strand Topic: LA: Language and Literacy B: Uses language to express thoughts and needs

Standard/Enduring Understanding: B:1 Describes and tells the use of many familiar items

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children learn how to name and describe familiar items within their environment?</p> <p>Why is learning to label items important?</p> <p>How do children learn functions of items?</p> <p>How can children describe items?</p>	<p>Teacher direction (This is a XXX)</p> <p>Repeat teacher</p> <p>Think aloud: I think this is a XXX)</p> <p>Think aloud with question yes/no and wh?</p> <p>Independently labeling items</p> <p>Same procedure for functions and descriptions.</p>	<p>Names of items- vocabulary</p> <p>Functions of items (what do we do with a xxx?)</p> <p>Descriptive Vocabulary (round, big, little, color etc.)</p>	<p>Pictures (what do you see)</p> <p>Games (table top)</p> <p>Other table top activities- playdough, puzzles</p> <p>Circle time-songs and fingerplays.</p> <p>Free play-house, fire engine, doll house, kitchen area etc.</p> <p>Dress up and pretend</p> <p>Books, computer and SMARTboard</p> <p>Sorting activities</p> <p>Puzzles</p>	<p>Pictures</p> <p>Play clothes</p> <p>Play kitchen, play food, pots and pans etc.</p> <p>Doll house and doll furniture, other accessories</p> <p>Playdough and clay</p> <p>Puzzles</p> <p>Association puzzles</p> <p>Super Dupor Magnatalks</p> <p>Super Dupor-Language Strategies for Littleones</p>	<p>Observation</p> <p>Checklist</p> <p>Verbal Response</p>

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Strand Topic: LA: Language and Literacy B: Uses language to express thoughts and needs

Standard/Enduring Understanding: B:2 Speaks Clearly enough to be understood by most people

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How can we help children learn to speak clearly so that they are understood by others?</p> <p>What is the order of speech sound development?</p> <p>How intelligible should a child be at age 3?</p> <p>How intelligible should a child be at age 4?</p> <p>How intelligible should a child be at age 5?</p>	<p>Teacher modeling of correct sound, volume, and rate productions</p> <p>Over articulate “problem sounds”</p> <p>Appendix 1. speech-sound development chart.</p> <p>Check out Revisions and Repairs routines by Caroline Bowen: speech-language-therapy.com</p>	<p>Oral motor awareness/skills</p> <p>Oral motor coordination</p> <p>Vowel production</p> <p>Consonant production</p> <p>Single word to 2-3 word phrases</p> <p>3-5 word sentences</p> <p>Appropriate rate, volume and intonation of speech</p>	<p>Circle time, calendar, songs and fingerplays</p> <p>Books and responses</p> <p>Oral-motor play</p> <p>Snack time</p> <p>Pretend play (housekeeping, dress up, doll house)</p> <p>Puppet shows</p> <p>Table top games and activities</p> <p>Pictures and dictations</p>	<p>Reading Street</p> <p>Books</p> <p>Bubbles, play horns, whistles, cotton balls</p> <p>Housekeeping items</p> <p>CD’s and songbooks and charts</p> <p>Pictures of specific sounds/writing instruments</p> <p>Super Dupor Magnatalks</p> <p>Super Dupor-Early sounds-games</p>	<p>Observation</p> <p>Checklist</p> <p>Speech samples</p> <p>Articulation screeners</p>

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Strand Topic: LA: Language and Literacy B: Uses language to express thoughts and needs

Standard/Enduring Understanding: B:3 Uses Complete 4-6 word sentences

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children learn to speak in sentences?</p> <p>How do children ask questions of 4-6 words in length?</p> <p>Why do we want children to expand their sentence length?</p>	<p>Teacher modeling of 4-6 word utterances</p> <p>Adult starts sentence with students finishing sentence.</p> <p>Ask open ended questions to promote sentence length.</p> <p>Appendix 2. language development chart.</p>	<p>Vocabulary-general and concepts and descriptors.</p> <p>Oral motor control</p> <p>Vocal pitch, intonation, rate</p> <p>Grammatical markers (plurals, past tense, etc.)</p>	<p>Practice greetings and farewells</p> <p>Requesting items</p> <p>Poetry</p> <p>Free play-dress up/doll house/car area etc.</p> <p>Snack time</p> <p>Responding to books</p> <p>Group games</p> <p>Movement activities to promote language</p> <p>Puppet shows</p> <p>Fingerplays and songs.</p>	<p>CD's with songs and fingerplays.</p> <p>Books</p> <p>Reading Street</p> <p>Puppets</p> <p>Free play toys</p> <p>Pictures</p> <p>Early Learning Language Library</p> <p>Conversation starters</p> <p>Oral Language Photo prompts from Lakeshore</p>	<p>Observation</p> <p>Verbal response</p> <p>Language samples</p>

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Strand Topic: LA: Language and Literacy B: Uses language to express thoughts and needs

Standard/Enduring Understanding: B:4 Tells about other places and time

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children discuss past, present and future?</p> <p>How do children learn to express time and place?</p>	<p>Picture sequencing</p> <p>Teacher modeling</p> <p>Teacher think Alouds</p> <p>Teacher directed questions</p> <p>Teacher assistance</p> <p>Independently discuss about other places and time.</p>	<p>Sequencing</p> <p>Vocabulary</p> <p>Concepts of morning/noon/night etc.</p> <p>When and where vocabulary.</p>	<p>Calendar</p> <p>Days of the week and months of the year songs.</p> <p>Weekend news</p> <p>Show and tell</p> <p>Snack time</p> <p>Circle time</p> <p>Free play and pretend play</p> <p>Pictures of different places and times</p> <p>Using a timer</p> <p>Read Alouds</p>	<p>Puzzles</p> <p>Books-about different places and time</p> <p>Matching games</p> <p>Sequence games and activities</p> <p>Timer</p> <p>When and where bingo games</p> <p>Play clothes</p> <p>CD's and songs</p> <p>Stories</p>	<p>Observation</p> <p>Verbal response</p>

Strand Topic: Language Arts and Literacy: 1. Uses Appropriate Conversational and Other Communication Skills

Standard/Enduring Understanding: C 1. Engages in conversations with multiple exchanges

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children learn to have a conversation?</p> <p>How do children initiate a conversation?</p> <p>How do children close a conversation?</p> <p>How do children stay on topic of a conversation?</p> <p>How do children change topics of conversation appropriately?</p>	<p>Teacher modeling interacting with children and other adults.</p> <p>Take turns non-verbally with play and games with teacher direction.</p> <p>Take turns non-verbally with play and games with peers.</p> <p>Take turn in conversations with adults.</p> <p>Take turns in conversation with at least 3 on-topic exchanges with peers.</p>	<p>Attention to language tasks</p> <p>Social Referencing</p> <p>Social Vocabulary</p> <p>Sentence structure</p> <p>Take turns non-verbally with play and games with teacher direction.</p> <p>Take turns non-verbally with play and games with peers.</p> <p>Take turn in conversations with adults.</p> <p>Take turns with peers.</p>	<p>Free Play</p> <p>Board Games</p> <p>Catch</p> <p>Large and small group activities</p> <p>Outdoor play</p> <p>Free and pretend play: housekeeping, dress up, etc.</p> <p>Books that encourage conversations</p> <p>Snack time</p> <p>Social stories</p>	<p>Interesting tools and toys.</p> <p>Balls</p> <p>Cars, puzzles, water table, blocks etc.</p> <p>Second Step</p> <p>Play clothes</p> <p>Books</p> <p>Second Step</p> <p>Super Dupor Social Skills games</p> <p>Candy land and other board games.</p>	<p>Observation</p> <p>Checklist</p>

Strand Topic: Language Arts and Literacy: 1. Uses Appropriate Conversational and Other Communication Skills

Standard/Enduring Understanding: C 2. Uses acceptable language and social rules while communicating with others; may need reminders.

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children learn how to communicate with appropriate social language?</p> <p>Why is culturally acceptable language important?</p>	<p>Teacher modeling of acceptable language.</p> <p>Imitation of adult models</p> <p>Gentle reminders of incorrect social language and correct productions.</p> <p>Independently use appropriate language.</p>	<p>Attention to language tasks</p> <p>Social Referencing</p> <p>Social Vocabulary</p> <p>Sentence structure</p> <p>Take turns non-verbally with play and games with teacher direction.</p> <p>Take turns non-verbally with play and games with peers.</p> <p>Take turn in conversations with adults.</p> <p>Take turns with peers.</p>	<p>Free Play</p> <p>Board Games</p> <p>Large and small group activities</p> <p>Outdoor play</p> <p>Free and pretend play: housekeeping, dress up, etc.</p> <p>Circle time</p> <p>Songs and Fingerplays</p> <p>Snack time</p> <p>Social stories</p>	<p>Interesting tools and toys.</p> <p>Cars, puzzles, water table, blocks etc.</p> <p>Second Step</p> <p>Play clothes</p> <p>Books</p> <p>Second Step</p> <p>Super Dupor Social Skills games and social story books.</p> <p>Candy land and other board games.</p> <p>Super Dupor magnatalk</p>	<p>Observation</p>

Strand Topic: Language Arts and Literacy: D. Demonstrates Knowledge of Print Concepts and Conventions

Standard/Enduring Understanding: D 1. Uses and Appreciates Print

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>What is Print?</p> <p>How do children learn respect for print?</p> <p>How do we give children the desire to share their stories through print?</p>	<p>Watch teacher model the proper use of print</p> <p>Teacher Think Alouds during reading and writing activities</p> <p>Follow text with finger pointing, (charts, simple books and demonstrating left- to-right and top to bottom directionality.)</p> <p>Picture Reading (tell story from pictures)</p> <p>“Reading and Writing” along with teacher. (pretend)</p> <p>Pretending to read and write independently.</p>	<p>Attention to language tasks</p> <p>Fine motor skills to hold books and writing utensils as well as the ability to turn pages.</p> <p>Joint attention with others to engage in shared reading or writing experiences.</p>	<p>Read Alouds</p> <p>Writing Centers- paper, pencils, crayons etc.</p> <p>Free time-reading in book area.</p> <p>Smartboard- ABCmouse.com</p> <p>Free play-making shopping lists, signs etc.</p> <p>Dramatic Play</p> <p>Making own book</p> <p>Morning Messages</p> <p>Name chart</p> <p>Circle Time</p>	<p>Books</p> <p>Reading Street series</p> <p>Alphabet Bingo/Lotto and other print related games.</p> <p>Newspapers and magazines</p> <p>Construction paper, staplers, markers, crayons to create books.</p> <p>Poetry books</p> <p>Big Books</p>	<p>Observation</p> <p>Checklist</p> <p>Work samples</p>

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Strand Topic: LA: D. Demonstrates Knowledge of Print Concepts and Conventions

Standard/Enduring Understanding: D2 Has some knowledge of books (top, bottom, left to right)

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do we read in the United States?</p> <p>What does a child need to learn to have the fundamentals of how to read?</p> <p>How do children learn to use books?</p> <p>How do books help us learn?</p>	<p>Manipulate books</p> <p>Watch teacher model proper book use</p> <p>Teacher pointing as she is reading</p> <p>Teacher reads with student</p> <p>Learn basic book knowledge: cover, pages, top, bottom</p>	<p>Understand what a cover is</p> <p>How to turn pages</p> <p>Understand roles of author and illustrator</p> <p>Understand we read from left to right</p> <p>Points to words as student pretends to read</p>	<p>Label parts of a book</p> <p>Story time</p> <p>Free reading time</p> <p>Books on the SMARTboard (abcmouse.com)</p> <p>Reading Street</p> <p>Writing own book</p>	<p>Books</p> <p>Magazines</p> <p>Library</p> <p>SMARTboard</p> <p>Labels in classroom</p> <p>Craft supplies</p>	<p>Observation</p> <p>Checklist</p>

Strand Topic: Language Arts and Literacy: Demonstrates Knowledge of Print Concepts and Conventions

Standard/Enduring Understanding: D-3 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do students distinguish print from other visuals (pictures, designs, lines)?</p> <p>What are the features of print that young children need to be aware of?</p>	<p>Teacher modeling</p> <p>Think Alouds</p> <p>Reading with teacher</p> <p>Writing with teacher</p> <p>Shared pretend reading and writing with peers</p>	<p>Recognition of lines and shapes</p> <p>Experience with print</p> <p>Joint attention to engage in shared reading and/or writing</p> <p>Discriminate against letters/numbers/shapes</p> <p>Ability to draw lines and circles</p> <p>Follow text with finger</p>	<p>Stories</p> <p>Writing centers</p> <p>Morning message</p> <p>Name chart</p> <p>Weather chart</p> <p>Calendar</p> <p>Name tags</p> <p>Print based games-bingo, lotto, etc.</p> <p>Letter of the week</p> <p>Coloring pages</p> <p>Songs</p> <p>Teacher modeling writing</p> <p>Free Reading</p>	<p>Handwriting Without Tears</p> <p>Reading Street</p> <p>Letter Puzzles</p> <p>Letter cards</p> <p>Labels around classroom</p> <p>Print rich environment</p> <p>Name tags</p>	<p>Observation</p> <p>Checklist</p> <p>Student work</p>

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Strand Topic: Language Arts and Literacy: E Comprehends and responds to books and other texts

Standard/Enduring Understanding: E.1 During read-alouds and book conversations interacts in a way that relates to the story

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children respond to read-Alouds and stories?</p> <p>How do children relate to stories?</p>	<p>Teacher think Alouds</p> <p>Teacher modeling</p> <p>Reading with teacher</p> <p>Reading with peers</p> <p>Playing with peers and teacher about story</p> <p>Independently answering questions</p> <p>Independently makes a connection to the story</p>	<p>Attend to stories</p> <p>Vocabulary</p> <p>Answering yes/no questions</p> <p>Answering “wh” questions</p> <p>Sequencing skills</p>	<p>Stories</p> <p>Read-Alouds</p> <p>Literacy/Book center-- Dramatic Play about stories and drawing pictures about a story</p> <p>Asking comprehension questions and comprehension activities</p> <p>Categorizing</p> <p>Felt board stories</p> <p>Puppet Shows</p> <p>Sequencing picture stories.</p>	<p>Reading Street</p> <p>Felt Board and pieces</p> <p>Books/Predictable books</p> <p>Nursery Rhymes</p> <p>Puppets</p> <p>Dress up clothes</p> <p>Art supplies: paper, paint, crayons etc.</p> <p>Doll House</p> <p>Books on tape/CD</p> <p>Story Grammar Marker</p> <p>Webber Story Builder</p>	<p>Observation</p> <p>Checklist</p> <p>Student work</p>

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Strand Topic: Language Arts and Literacy: E Comprehends and responds to books and other texts

Standard/Enduring Understanding: E.2 Begins to identify and recall story related problems, events and resolutions with guidance from adults.

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children respond to read-Alouds and stories?</p> <p>How do children relate to stories?</p>	<p>Teacher think Alouds</p> <p>Teacher modeling</p> <p>Reading with teacher</p> <p>Reading with peers</p> <p>Playing pretend with peers and teacher about story</p> <p>Independently answering questions and making a connection to the story</p>	<p>Attend to stories</p> <p>Vocabulary</p> <p>Answering yes/no questions</p> <p>Answering “wh” questions</p> <p>Sequencing skills</p>	<p>Story time in circle</p> <p>Read-Alouds</p> <p>Literacy/Book center-- Dramatic Play and drawing pictures about a story.</p> <p>Asking comprehension questions and comprehension activities</p> <p>Categorizing</p> <p>Felt board stories</p> <p>Puppet Shows</p> <p>Sequencing picture stories</p>	<p>Reading Street</p> <p>Felt Board and pieces</p> <p>Books/Predictable books</p> <p>Nursery Rhymes</p> <p>Puppets</p> <p>Dress up clothes</p> <p>Art supplies: paper, paint, crayons etc.</p> <p>Doll House</p> <p>Books on tape/CD</p> <p>Story Grammar Marker</p>	<p>Observation</p> <p>Checklist</p> <p>Student work</p>

Strand Topic: Language Arts and Literacy: E Comprehends and responds to books and other texts

Standard/Enduring Understanding: E.3 Pretends to Read: Reciting language that closely matches the text on each page and using reading like intonation.

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children learn to read?</p> <p>Why is it important for children to “pretend to read?”</p>	<p>Teacher think Alouds</p> <p>Teacher modeling</p> <p>Reading with teacher</p> <p>Reading with peers</p> <p>Playing pretend with peers and teacher</p>	<p>Attend to stories</p> <p>Vocabulary</p> <p>Sequencing skills</p> <p>Fine motor control to hold book correctly and turn pages</p> <p>Memory for rhymes and words</p> <p>Approximate articulation and cadence</p> <p>Understanding of print concepts and conventions</p>	<p>Stories and books</p> <p>Read-Alouds</p> <p>Literacy/Book center</p> <p>SMARTboard</p> <p>ABCmouse.com</p> <p>Reading signs, lists etc. in classroom areas.</p> <p>Morning messages</p> <p>Calendar</p> <p>Books on Tape/CD</p> <p>Pretend Play- Reading menu in kitchen etc.</p> <p>Free reading time</p>	<p>Reading Street</p> <p>Big Books</p> <p>Books/Predictable books other quality literature</p> <p>Nursery Rhymes</p> <p>Puppets</p> <p>Dress up clothes in kitchen area.</p> <p>Books on tape/CD</p>	<p>Observation</p> <p>Checklist</p>

Strand Topic: Language Arts and Literacy: E Comprehends and responds to books and other texts

Standard/Enduring Understanding: E.4 Retells a familiar story in proper sequence including major events and characters

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children learn to sequence events of a story?</p> <p>How can children learn about story elements?</p> <p>How can we help children learn to retell stories in their own words?</p>	<p>Teacher think Alouds</p> <p>Teacher modeling</p> <p>Reading with teacher</p> <p>Reading with peers</p> <p>Playing pretend with peers and teacher about story</p> <p>Retell stories with teacher support.</p> <p>Retell stories independently</p>	<p>Attend to stories</p> <p>Vocabulary</p> <p>Sequencing skills</p> <p>Short term and long term memory for stories</p> <p>Understanding of basic story elements</p>	<p>Story time in circle</p> <p>Read-Alouds</p> <p>Literacy/Book center—quality literature</p> <p>Categorizing</p> <p>Felt board stories</p> <p>Puppets and Puppet Shows</p> <p>Sequencing picture stories.</p> <p>Sequencing puzzles</p> <p>Graphic Organizers</p>	<p>Reading Street</p> <p>Felt Board and pieces</p> <p>Books/Predictable books</p> <p>Nursery Rhymes and Finger plays</p> <p>Puppets</p> <p>Books on tape/CD</p> <p>Sequencing puzzles</p> <p>Webber Story Builder from Super Dupor</p> <p>Super Dupor sequence sheets and cards.</p> <p>Graphic Organizers</p>	<p>Observation</p> <p>Checklist</p> <p>Student work</p>

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Strand Topic: Language Arts and Literacy: F. Demonstrates phonological awareness

Standard/Enduring Understanding: F-1 Notices and Discriminates Rhyme

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children learn that two words rhyme?</p> <p>How do children learn to create rhyming words?</p>	<p>Hear teacher model rhyming skills</p> <p>Begins to invent nonsense rhyming words</p> <p>Peer modeling of rhyming</p> <p>Independently discriminates rhyming words</p>	<p>Oral Language development</p> <p>Enriched Vocabulary</p> <p>Able to hear differences in non-speech sounds-auditory discrimination</p> <p>Able to match non-speech sounds</p> <p>Able to hear differences in speech sounds-auditory discrimination</p> <p>Able to match speech sounds</p>	<p>Rhyming puzzles</p> <p>Word Lists</p> <p>Nursery Rhymes</p> <p>Songs and Fingerplays</p> <p>Oral Rhyming play</p> <p>Name rhyming</p> <p>Object rhyming</p> <p>SMARTboard games</p>	<p>Puzzles</p> <p>Books</p> <p>CDs of songs and fingerplays</p> <p>Puppets</p> <p>Poetry</p> <p>Verbal games</p> <p>Reading Street</p> <p>Super Dupor Rhyme Basket</p> <p>Super Dupor Glue and Do</p> <p>Phonological Awareness</p>	<p>Observation</p> <p>Checklist</p>

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Strand Topic: Language Arts and Literacy: F. Demonstrates phonological awareness

Standard/Enduring Understanding: F-2 Decides if two words rhyme

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>What is the importance of rhyme in literacy development?</p> <p>How do children learn to play with rhymes?</p> <p>How do the 3 R's Rhythm, Rhyme and Repetition influence phonological awareness?</p>	<p>Hear teacher model rhyming skills</p> <p>Read aloud and point to Rhyming Words.</p> <p>Read aloud and leave out rhyming word for child to fill in.</p> <p>Peer modeling of rhyming</p> <p>Independently produces rhyming words</p>	<p>Oral Language development</p> <p>Enriched Vocabulary</p> <p>Able to hear differences in non-speech sounds-auditory discrimination</p> <p>Able to match non-speech sounds</p> <p>Able to hear differences in speech sounds-auditory discrimination</p> <p>Able to match speech sounds</p> <p>Recognition of word families to enhance rhyme.</p>	<p>Play with language to invent nonsense words that rhyme</p> <p>Rhyming puzzles</p> <p>Rhyming games such as bingo and memory.</p> <p>Nursery Rhymes</p> <p>Songs and Fingerplays</p> <p>Poetry and rhyming books</p> <p>Sensory table with rhyming objects such as pig/fig</p>	<p>Puzzles</p> <p>Books: such as Dr. Seuss, Chicka Chicka Boom Boom or Giraffes Can't Dance</p> <p>CDs of songs and fingerplays</p> <p>Puppets</p> <p>Poetry</p> <p>Super Dupor Rhyme Basket</p> <p>Super Dupor Glue and Do Phonological Awareness</p> <p>Reading Street</p>	<p>Observation</p> <p>Checklist</p>

PRESCHOOL CURRICULUM

Strand Topic: Language Arts and Literacy: F. Demonstrates Phonological Awareness

Standard/Enduring Understanding: F-3 Notices and Discriminates Alliteration

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do students recognize alliteration?</p> <p>How do students produce phrases with alliteration?</p>	<p>Repeating letter sounds</p> <p>Say last word in rhymes</p> <p>Repeating ending sound in rhymes</p> <p>Repeat beginning sounds</p> <p>Identify beginning sounds in words</p>	<p>Recognition of word families.</p> <p>Repeating letter sounds</p> <p>Say last word in rhymes</p> <p>Repeating ending sound in rhymes</p> <p>Repeat beginning sounds</p> <p>Identify beginning sounds in words</p>	<p>Songs</p> <p>Stories</p> <p>Circle time</p> <p>Beginning sound games</p> <p>Sorting by sounds</p> <p>Letter of the week</p> <p>Word lists</p> <p>Poems</p>	<p>CDs</p> <p>Puzzles</p> <p>Rhyming Books</p> <p>Puppets</p> <p>Games</p> <p>Poetry</p> <p>Super Dupor Rhyme Basket</p> <p>Super Dupor Glue and Do Phonological Awareness</p> <p>Reading Street</p>	<p>Observation</p> <p>Checklist</p>

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Strand Topic: Language Arts and Literacy: F. Demonstrates Phonological Awareness

Standard/Enduring Understanding: F-4 Hears and Shows awareness of Separate Syllables in words.

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>Why do we want children to learn about syllables?</p> <p>How do children learn about syllables?</p> <p>How can we help children count syllables?</p>	<p>Repeat teacher producing one syllable word</p> <p>Repeat teacher producing two syllable compound word</p> <p>Teacher model clapping out syllables</p> <p>Teacher says first part of compound word, child second part.</p> <p>Clap out syllables with teacher and peers</p> <p>Clap out syllables Independently.</p>	<p>Understanding that sentences have parts.</p> <p>Understanding that words have parts</p> <p>Teacher model clapping out syllables</p> <p>Clap out syllables with teacher and peers</p> <p>Clap out syllables Independently.</p>	<p>Songs and Fingerplays</p> <p>Reading books with multisyllable words</p> <p>Word Game play</p> <p>Syllable name game</p> <p>Clapping out syllables</p> <p>Jumping syllables</p> <p>Making Syllable necklaces.</p>	<p>CDs- of songs and fingerplays</p> <p>Books</p> <p>Barnaby Burrows Game</p> <p>Syllable bingo</p> <p>Poetry</p> <p>Super Dupor</p> <p>HearBuilder</p> <p>Phonological Awareness</p> <p>Phonological Awareness</p> <p>Chipper Chat from Super Dupor Publications</p> <p>Reading Street</p>	<p>Observation</p> <p>Checklist</p> <p>Phonological Awareness Checklist</p>

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Strand Topic: Language Arts and Literacy: G. Demonstrates Knowledge of the Alphabet

Standard/Enduring Understanding: G-1 Names some letters

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children learn to recognize letters?</p>	<p>Develop knowledge/realization of letters through teacher support</p> <p>Matches letters/symbols</p> <p>Identifies and names a few uppercase letters</p> <p>Identifies and names a few uppercase and lowercase letters</p>	<p>Matches letters</p> <p>Associates letter names by their shapes</p>	<p>Songs</p> <p>Name strips</p> <p>Review letter cards with sound and picture association</p> <p>Literacy Center/books and other print</p> <p>Labels</p> <p>Letter of the week</p> <p>Sensory Table filled with letters</p> <p>Matching games</p>	<p>Books and Stories</p> <p>Books on tape/CDs</p> <p>SMARTboard</p> <p>Writing materials</p> <p>Letter cards</p> <p>Magnetic letters</p> <p>Labels for classroom objects</p>	<p>Observation</p> <p>Checklist</p>

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Strand Topic: Language Arts and Literacy: G.Demonstrates knowledge of alphabet

Standard/Enduring Understanding: G-2 Matches some letters to their sounds

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do students learn phoneme-grapheme correspondence?</p>	<p>Match letters</p> <p>Recognize letters in their name</p> <p>Names letters</p> <p>Match some letters in their first name to their sounds</p> <p>Match some letters to their sounds</p>		<p>Name songs and other activities</p> <p>Stories and books</p> <p>Songs</p> <p>Letter cards</p> <p>Letter of the week</p> <p>Tracing names</p> <p>Letters with playdough</p> <p>ABC's</p> <p>SMARTboard</p> <p>Songs</p>	<p>Books and Stories</p> <p>Books on tape/CDs</p> <p>SMARTboard</p> <p>Writing materials</p> <p>Letter cards</p> <p>Magnetic letters</p> <p>Labels for classroom objects</p> <p>Name tags</p> <p>Playdough</p> <p>Puzzles</p> <p>Tracers</p> <p>Reading Street</p> <p>Handwriting Without Tears</p>	<p>Observation</p> <p>Checklist</p>

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Strand Topic: Language Arts and Literacy: G.Demonstrates knowledge of alphabet

Standard/Enduring Understanding: G-3 Identifies and names letters in own first name.

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children learn to recognize their first name?</p> <p>How do children learn the letters of their first name?</p> <p>How do we foster the empowerment of children once they learn to recognize their name in print?</p>	<p>Recognition of name with teacher support</p> <p>Teacher modeling of letter names</p> <p>Direct instruction of letters of names</p> <p>Child naming letters with teacher support</p> <p>Name first letter independently and remainder with teacher support</p> <p>Naming all letters of name with teacher support.</p>	<p>Distinguish letters from other lines</p> <p>Identify letters</p> <p>Identify and name first letter of name</p> <p>Identify rest of letters</p> <p>Naming all letters in first name.</p>	<p>Name songs and other activities</p> <p>Letter cards</p> <p>Letter of the week</p> <p>Tracing names</p> <p>Letters with playdough</p> <p>Writing names in Fingerpaint</p> <p>ABC games</p> <p>Write names on computer</p> <p>Writing center with many opportunities to write messages to others.</p>	<p>Name tags</p> <p>Names on cubbies</p> <p>Playdough</p> <p>Fingerpaint and paper</p> <p>Markers, pencils, crayons and paper in writing center</p> <p>Magnetic letters</p> <p>Handwriting without Tears program</p> <p>Computer with word or other appropriate program</p>	<p>Observation</p> <p>Checklist</p>

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Strand Topic: Language Arts and Literacy: G.Demonstrates knowledge of alphabet

Standard/Enduring Understanding: G-4 Shows understanding that a sequence of letters represents a word.

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do students recognize words versus letters?</p>	<p>Teacher modeling</p> <p>Recognition of letters</p> <p>Recognition of name</p> <p>Understands that a space separates two words</p> <p>Guided practice of word recognition</p>	<p>Some letter knowledge</p> <p>Recognize name</p> <p>Recognize space between words</p>	<p>Alphabet chart with pictures and words</p> <p>Circle time</p> <p>Tracing letters</p> <p>Songs</p> <p>Stories and books</p> <p>Letter bingo</p> <p>Read around the room</p> <p>Literacy center</p>	<p>Reading Street</p> <p>Name tags</p> <p>CDs</p> <p>Books</p> <p>Games</p> <p>Handwriting Without Tears</p>	<p>Observation</p> <p>Checklist</p>

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Strand Topic: Language Arts and Literacy: H. Emergent Writing Skills

Standard/Enduring Understanding: H-1 Writes own first name (some letters recognizable)

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do students learn to write their first name?</p>	<p>Identifies Shapes</p> <p>Colors with correct grip</p> <p>Draws shapes and lines</p> <p>Spells first name</p> <p>Traces Name</p> <p>Makes letter-like marks on paper to represent name</p> <p>Attempts to write name with some letters correctly produced</p>	<p>Fine motor skills</p> <p>Knowledge of shapes</p> <p>Knowledge of some letters</p> <p>Colors with correct grip</p> <p>Draw shapes and lines</p> <p>Spells name</p>	<p>Circle time</p> <p>Writing Center to include opportunities to practice name</p> <p>Name Tags to Trace</p> <p>Name tags to copy</p> <p>Letter of the Week</p> <p>Fine Motor Activities</p> <p>Magnetic Letters</p> <p>Letter games</p> <p>Name puzzles</p> <p>Letter Puzzles</p>	<p>Name Tags</p> <p>Various writing tools</p> <p>Playdough</p> <p>Letter cards</p> <p>Coloring pages</p> <p>Magnetic letters</p> <p>Puzzles</p> <p>Handwriting Without Tears</p>	<p>Observation</p> <p>Checklist</p> <p>Sample Work</p>

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Strand Topic: Language Arts and Literacy: H. Emergent Writing Skills

Standard/Enduring Understanding: H-2 Uses letter like shapes, symbols, and letters to convey meaning.

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do students convey meaning through print?</p> <p>How do students use symbols and shapes to convey meaning?</p>	<p>See teacher modeling writing skills</p> <p>Use pictures to convey meaning</p> <p>Dictate meaning of picture to teacher or adult</p> <p>Attempt to draw shapes and symbols to convey meaning</p> <p>Attempt to write letters</p>	<p>Knowledge of shapes</p> <p>Knowledge of some letters</p> <p>Print concepts (understands that picture and words convey meaning)</p> <p>Fine Motor control for pencil grip</p>	<p>Coloring</p> <p>Drawing</p> <p>Read Alouds</p> <p>Fine Motor Activities- clothespins, tongs, playdough with beads</p> <p>Teacher demonstrating writing (2 column notes, lists, graphic organizers)</p> <p>Response to reading</p> <p>Writing prompts</p> <p>Writing Journals or writing center</p>	<p>Books</p> <p>Coloring Sheets</p> <p>Writing paper with space for pictures</p> <p>Clothespins</p> <p>Tongs</p> <p>Playdough</p> <p>SMARTboard</p> <p>Handwriting Without Tears</p> <p>Writing tools</p>	<p>Observation</p> <p>Checklist</p> <p>Sample work</p>

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Strand Topic: Language Arts and Literacy: H. Emergent Writing Skills

Standard/Enduring Understanding: H-3 Represents ideas and stories through pictures, dictation and play

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children share their ideas with others?</p> <p>How do children tell stories?</p> <p>How do we let children know that we want to know what they have to say?</p>	<p>See teacher modeling</p> <p>Teacher think Alouds</p> <p>Class discussion</p> <p>Teacher questioning</p> <p>Small group play, dictations or artwork with adult.</p> <p>Small group play, dictations or artwork with limited adult support.</p> <p>Independent play, dictation and pictures</p>	<p>Sequencing skills</p> <p>Overall vocabulary</p> <p>Ability to listen to questions</p> <p>Answer yes/no questions</p> <p>Answer 'wh' questions</p> <p>Understanding of story elements</p>	<p>Circle Time</p> <p>Story and book time</p> <p>Fingerplays and songs</p> <p>Puppets and puppet shows</p> <p>Free play</p> <p>Housekeeping- kitchen area-tool and garage area.</p> <p>Animals and doll house</p> <p>Variety of centers- movement, writing, art, science etc.</p> <p>Voice recordings</p>	<p>Books of quality literature</p> <p>Big Books</p> <p>Books on Tape and CD's</p> <p>Art Supplies</p> <p>Sequencing cards and stories</p> <p>Puppets</p> <p>Super Dupor Story Starters.</p>	<p>Observation</p> <p>Verbal Output</p> <p>Sample work</p>

