

**PRE-KINDERGARTEN  
2007 ACADEMIC PLAN – 1<sup>ST</sup> QUARTER**

Q T R	A I R	Language Pre-Requisites	Specific Developmental Skill <i>Child demonstrates For Quarter 1</i>	Grade Level Benchmarks	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
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**Pre-Kindergarten: SS Standard Domain III Social and Emotional**

**Self-Concept**

1	I	<p>Imitates the behavior of others</p> <p>Prior knowledge of routines which can be imitated</p> <p>Words for common objects and actions relating to the center environment</p> <p>Words for basic feeling words: happy, sad, angry, scared</p>	<p>Knows own first and last names as well as age.</p> <p>Parallel play in a variety of centers</p> <p>Shows preferences by making a choice between two options</p> <p>Identifies basic feelings (Also in IV)</p>	<p>III.A.1 Child demonstrates self-concept.</p> <p><i>H.S. Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences. (66)</i></p> <p><i>H.S. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. (68)</i></p>		<p>Learning Centers</p> <p>Job Charts</p> <p>Second Step</p> <p><u>I Like Me</u></p> <p>Conscious Discipline</p>	<p>Model Center Expectations</p> <p>TCIPS to teach “center” vocabulary to include objects and actions.</p> <p>TCIPS to teach conjunction “or”</p> <p>Prompt making a choice. For example: “Do you want _____ or _____?”</p> <p>Provide specific praise</p>	Galileo Social and Emotional Items 1-7
1	I	<p>Words for common objects and actions relating to the center environment</p>	<p>Explores a variety of center areas</p>	<p>III.A.2 Child shows some self-direction.</p> <p><i>H.S. Develops growing capacity for independence in a range of activities, routines, and tasks. (67)</i></p>		<p>Learning centers</p> <p>Camera</p> <p>Photos of children I participating and learning in the centers</p>	<p>Introduce a center by relating it to the child’s prior knowledge. (home environment)</p>	Galileo Approaches to Learning 1, 2, 3

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1	I	Continued	Continued	Continued		<u>Teaching Tools for Young Children (TTYC)</u>	TCIPS to teach "center" vocabulary to include objects and actions  Model use of materials / props which are part of the center  Specific praise for appropriate participation	Continued
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**Self-Control**

1	I	<p>Spatial concepts: "on", "off", "in", "out", "together", "behind", "to" and "from"</p> <p>Quantity concepts: "all", "some", "none"</p> <p>Temporal concepts: "now, later, first, then"</p>	<p>Can be prompted to participate in classroom activities</p> <p>Can be prompted to follow simple rules for morning routine and clean up</p>	<p>III.B.1 Child follows simple rules and routines.</p> <p><i>H.S. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. (71)</i></p>		<p>Multiple sets of "Daily Routine Cards"</p> <p>Pictorial Rule Charts</p> <p>P &amp; P/ DVD "on", "in", "together", "behind", "all, some, now" When: <i>now</i> and <i>later</i></p> <p>Chart Stories</p>	<p><b>TCIPS</b> to teach listed concepts</p> <p>Create chart stories to teach concepts not on DVD</p> <p>Explicit instruction to teach daily</p>	Galileo Social and Emotional items 26, 46, 47
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1	I	Continued	Continued	Continued		Second Step  Conscious Discipline	<p>routines</p> <p>Picture and rule charts to provide visual support.</p> <p>Model, prompt and practice rules for listening and following routines and rituals.</p>	Continued
1	I	<p>Concepts: “together”, “on, “off”</p> <p>Action words: “put away” and “careful”</p> <p>Content words associated with objects and actions relating to using materials carefully and “cleaning up”</p>	<p>Can be prompted to put materials away</p> <p>Can be prompted to handle materials carefully</p>	<p>III.B.2 Child uses classroom materials in a careful manner.</p> <p><i>H. S. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. (71)</i></p>		<p><u>TTYC</u></p> <p>Labels for shelves</p> <p>Clean Up Song and other cuing systems</p> <p><u>Listen and Learn</u></p> <p><u>TTYC</u></p>	<p><b>TCIPS</b> to words associated with the proper handling of center materials</p> <p>Explicit instruction on transition signals and “cleaning up”</p> <p>Model, prompt and practice.</p>	Galileo Social and Emotional Items 30, 47

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1	I	<p>Greetings: "Good Morning"</p> <p>Farewell: "Good Bye"</p> <p>Content words for objects and actions associated with daily routines</p>	<p>Can be prompted to accept transitions with minimal protest.</p>	<p>III.B.3 Child manages transitions in an appropriate manner.</p> <p><i>H. S. Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. (71)</i></p> <p><i>H.S. Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. (75)</i></p>		<p>Labels for shelves</p> <p>Clean Up Song and other cuing systems</p> <p><u>TTYC</u></p> <p>Daily Routine Cards</p> <p>Camera/photographs</p> <p>Conscious Discipline</p>	<p>TCIPS to teach content words for objects and actions, as well as concepts associated with transition signals</p> <p>Develop well planned, consistent schedules and transitional activities</p> <p>Provide variety of planned transitional activities</p> <p>Model, prompt and practice transitions during daily routines</p> <p>Specific praise for children that are transitioning in an appropriate manner</p>	<p>Galileo Social and Emotional Items 9, 26, 28, 46</p>
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<b>Relationship with Adults</b>								
1	I	<p>Uses words to greet, request, protest and get assistance</p> <p>Understands concepts of “yes”, “no”</p>	<p>Can be prompted to greet the teacher by saying: “Good Morning”.</p> <p>Child can be prompted to use words to: answer, request, protest and get assistance</p> <p>Child can respond correctly to yes/no</p>	<p>III.C.1 Child interacts easily with familiar adults.</p> <p><i>H.S. Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. (75)</i></p>		Conscious Discipline	<p>Model, prompt and practice the use of “good morning” and “good bye/ closing ritual.</p> <p>Model, prompt And practice the use of words to: answer, request, protest and get assistance</p> <p>TCIPS to teach “yes” (okay) and “no” (not okay)</p>	Galileo Social and Emotional item 29

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1	I	<p>Uses words to get assistance. For example: "Help me"</p> <p>Understands the concepts of "yes" and "no"</p> <p>Imitates scripted 2-3 word phrases used when reporting a problem For example: "Joey hit me."</p>	<p>Requests assistance by saying, "Help me"</p> <p>Can be prompted to report a problem</p>	<p>III.C.2 Child seeks assistance from an adult.</p> <p><i>H.S. Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. (75)</i></p>		<p>Chart Story</p> <p>Conscious Discipline</p> <p>Second Step</p>	<p>TCIPS to teach the use of "Help me"</p> <p>Model, prompt and practice the use of scripted 2-3 word phrases to report a problem (Subject+Action+Object)</p> <p>TCIPS to teach breathing techniques to self regulate and calm themselves: For example: "star, balloon, drain, pretzel"</p> <p>TCIPS to teach basic problem solving techniques: "How do I feel, What is the problem, What can I do?"</p>	<p>Galileo Social and Emotional item 51</p>

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<b>Relationship with Peers</b>								
I	I	Words for the objects and actions associated with the activity/center	Engages in parallel play with some emergent cooperative play  Talks with a peer while engaged in play  Appropriately enters into a play setting with peers	III.D.1 Child interacts easily with one or more children.  <i>H.S. Shows progress in developing friendships with peers. (76)</i>		<u>Hands Are Not For Hitting.</u> <u>Words Are Not for Hurting</u>	Create activities which require children to work together  TCIPS to teach the objects and actions associated with the activity	Galileo Social and Emotional Item 51
1	I	Words for the objects and actions associated with the activity/center	Chooses a specific child with whom to interact.	III.D.2 Child develops special friendships.  <i>H.S. Shows progress in developing friendships with peers. (76)</i>  <i>H.S. Increases abilities to sustain interactions with peers by helping, sharing, and discussion. (72)</i>		<u>Share and Take Turns</u>  <u>Kelly Bear Feeling</u>  Second Step	Identify how the children share some of the same interests  Specific praise for children who are playing together appropriately and cooperatively	Galileo Social and Emotional items 48-53

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1	I	Knows words for the objects and actions associated with routines	Stays with the class  Can be prompted to follow rules and routines  Recognizes who is absent from class	III.D.3 Child participates in the group life of the class.  <i>H.S. Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures. (79)</i>		Routine cards  Rule charts  Job Chart  Sign In Chart  Conscious Discipline  Second Step  TTYC	Maintain order in line by stationing an adult at the beginning and end of the line  Model, prompt and practice following classroom rules and routines  Establish rituals for welcoming back an absent child.  Specific praise for children who are participating in an appropriate manner	Galileo Social and Emotional items 17-20, 48-50, 59, 61, 62

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<b>Social Problem Solving</b>								
1	I	“Yes, No” response  “Help me” “I want help”  “Stop that” “I don’t like that”	Finds an adult to help resolve a problem.  Imitates teacher model for “I need help”, I don’t like that”.	III.E.1 Child seeks adult help when needed to resolve conflicts.  <i>H.S. Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults. (75)</i>		Rules and Routines  Second Step  <u>Schubert’s Big Voice</u>	Introduce simple conflict resolution through simple chart stories and read alouds.  TCIPS to teach vocabulary and steps involving in simple problem solving.  Model and have children imitate the language that is needed to get help and to protest.  Role play with puppets and dolls.	Galileo Social Emotional Item #29