

**PRE-KINDERGARTEN  
2007 ACADEMIC PLAN – 2nd QUARTER**

Q T R	A I R	Language Pre-Requisites	Specific Developmental Skill <i>Child demonstrates For Quarter 2</i>	Grade Level Benchmarks	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
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**Pre-Kindergarten: SS Standard Domain III Social and Emotional**

<b>Self-Concept</b>								
2	I	<p>Imitates the behavior of others</p> <p>Prior knowledge of play routines which can be imitated</p> <p>Words for common objects and actions relating to the center environment</p> <p>Verbally requests by saying "I want , I need, may I have"</p>	<p>Constructive play in a variety of centers.</p> <p>Talks positively about a recent accomplishment.</p> <p>Identifies family members and relationship to each.</p> <p>Talks about family routines and activities.</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.</i></p> <p><i>H.S. Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</i></p>		<p>Learning center activities</p> <p>Job Charts</p> <p>Self Portraits</p> <p><u>I Like Me</u></p> <p>Conscious Discipline</p>	<p>Model Center Expectations</p> <p><b>TCIPS</b> to teach "center" vocabulary to include objects and actions.</p> <p>EXCIPS to teach conjunction "and"</p> <p>Prompt verbal requesting</p>	<p>Galileo Social and Emotional Items: 1,2,7,8,10</p>

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	I	Words for common objects and actions relating to the center environment	Gets materials needed for an activity, without prompts.	III.A.2 Child shows some self-direction.  <i>H.S. Develops growing capacity for independence in a range of activities, routines, and tasks.</i>		Learning centers Labeled shelves Camera Photos of children participating in centers	Introduce use of center materials by relating it to the child's home environment	Galileo Social Emotional Items: 45
2	I	Continued	Continued	Continued		TTYC		
2						Conscious Discipline	<b>TCIPS</b> to teach "center" vocabulary which includes both objects and actions  Model use of materials/props which are part of the center  Notice appropriate participation	Continued

**Self-Control**

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<b>Relationship with Adults</b>								
2	I	<p>Uses words to greet, request, protest and get assistance</p> <p>Understands concepts of “yes”, “no”</p>	<p>Is helpful to an adult when prompted and responds to comments and questions.</p>	<p>III.C.1 Child interacts easily with familiar adults</p>		<p>Conscious Discipline</p> <p>Helpful Day</p>	<p><b>TCIPS</b> to teach “yes” (okay) and “no” (not okay)</p> <p>Model, prompt and practice the use of words to request, protest and get assistance</p> <p><b>Notice appropriate interaction</b></p>	<p>Galileo Social and Emotional item 24</p> <p>Galileo Language and Learning item 17</p>
2	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</p>	<p>Seeks assistance from an adult when attempting to solve 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.</i></p>		<p>Chart Story</p> <p>Second Step Lessons</p> <p>Conscious Discipline</p> <p>Breathing techniques to calm</p>	<p><b>TCIPS</b> to teach the use of “Help me” and the concepts of “yes” and “no”</p> <p>Model, prompt and practice the use of scripted 2-3 word phrases to report problems</p>	<p>Galileo Approaches to Learning Item 23</p>

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<b>Relationship with Peers</b>								
2	I	Words for the objects and actions associated with the play activity/center	Engages in cooperative play with one or more peers  Maintains proximity to peers during an unstructured child-directed activity.  Verbally or nonverbally invites a peer to play.	III.D.1 Child interacts easily with one or more children.  <i>H.S. Shows progress in developing friendships with peers. (76)</i>		<u>Join In and Play</u>  Second Steps  Conscious Discipline	Create activities which require children to work together  <b>TCIPS</b> to teach the objects and actions associated with the activity	Galileo Social and Emotional Item 51, 52, 53
2	I	Words for the objects and actions associated with the play activity/center	Has two or more children with whom they choose to play.	III.D.2 Child develops special friendships  H. S Shows progress in		<u>Share and Take Turns</u>  <u>Kelly Bear Feelings</u>  Second Step	Identify how the children share some of the same interests	Teacher Observation

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2	I	<p>Knows concept of "same and different"</p> <p>Understands word meaning associated with gender, culture and family structures</p> <p>Knows words for the objects and actions associated with routines</p>	<p>Observes and shows respect for differences between genders, cultures and family structures.</p> <p>Observes and shows respect for those with special needs.</p> <p>Can follow classroom rules and routines with prompting.</p>	<p>developing friendships with peers. (76)</p> <p><i>H.S. Increases abilities to sustain interactions with peers by helping, sharing, and discussion. (72)</i></p> <p>III.D.3 Child participates in the group life of the class</p> <p><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></p>		<p>Conscious Discipline</p> <p>Routine Cards</p> <p>Rule Charts</p> <p>Sign In</p> <p>Job Charts</p> <p>Second Step</p> <p>TTYC</p> <p>Conscious Discipline</p>	<p>Provide activities that require cooperative effort in order to be successful cooperatively</p> <p>Provide background knowledge and or link to existing prior knowledge information relative to gender, cultural, and or family structures.</p> <p>Identity how they are the same and different.</p> <p>Model, prompt and practice following classroom rules and routines</p> <p>Notice children</p>	Galileo Social and Emotional items 17-20
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							who are participating in an appropriate manner.	
		<b>Social Problem Solving</b>						

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2	I	"Yes, No response "Help me" "I want help"  "Stop that" "I don't like that"	Finds an adult to help resolve a problem. Verbalized: "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  TTYC  Conscious Discipline  <u>Schubert's Big Voice</u>	Introduce simple conflict resolution through simple chart stories and read alouds.  Model and have children imitate the language that is needed to get help and to protest.  Role play with puppets and dolls.	Teacher Observation