

**PRE-KINDERGARTEN
2007 ACADEMIC PLAN – 3rd QUARTER**

Q T R	A I R	Language Pre-Requisites	Specific Developmental Skill <i>Child demonstrates For Quarter 3</i>	Grade Level Benchmarks	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
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Pre-Kindergarten: SS Standard Domain II Approaches to Learning

Eagerness and Curiosity

3	I	<p>Words for objects and actions associated with the "new" object or event</p> <p>Wh questions: "what", "who", "where", "when"</p> <p>Interrogative reversals: "did", "does", "do"</p> <p>Modals: "can", "may", "could", "would"</p>	<p>Can be prompted to participate in non preferred purposeful activities when playing in interest centers.</p> <p>Participates in a variety of activities that relate to a specific topic.</p> <p>For example: Plays with dinosaurs in blocks, dramatic play and uses dinosaur stamps in the writing center.</p>	<p>II. A.1 Child shows eagerness and curiosity as a learner.</p> <p><i>H.S. Chooses to participate in an increasing variety of tasks and activities.</i></p> <p><i>H.S. Develops increased ability to make independent choices.</i></p>		<p>Chart story: can, did, would</p> <p>P & P /DVD "wh questions will"</p> <p>Center materials</p> <p>DECA: Classroom Strategies Section</p>	<p>TCIPS to teach: objects and actions, "wh" questions, interrogatives and modals.</p> <p>Provide a variety of materials throughout the classroom that relate to a specific theme.</p> <p>Relate the new object/event to the child's prior knowledge.</p> <p>Provide explicit instruction on how to use the object, model use, then prompt the students to engage with the new object.</p>	<p>Galileo Approaches to Learning Items: 4,5</p>
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Persistence								
3	I	<p>Attends to a task</p> <p>Requests assistance: "Help me"</p> <p>Sequential concepts: "first, next and last"</p> <p>Wh question: "when and how"</p> <p>Conjunction "or" means a choice</p>	<p>Maintains concentration in an activity despite distractions or interruptions.</p> <p>Persists with a difficult or non-preferred activity.</p> <p>Seeks assistance from adults and/ or peers when attempting to solve a problem.</p>	<p>II. B.1 Child attends to tasks, seeks help when encountering a problem, and demonstrates persistence.</p> <p><i>H.S. Grows in abilities to persist in and complete a variety of tasks, activities, and projects, and experiences. (86)</i></p> <p><i>H.S. Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. (88)</i></p>		<p>Chart Story to teach "how"</p> <p>P&P/ DVD "when", "or", "first, next, last"</p> <p>Center materials to include: puzzles, blocks, beads sequencing cards pictorial recipes science activities</p>	<p>TCIPS to teach: "help me, or, how, first, next, last."</p> <p>Teach the specific sequential steps needed to complete a task.</p> <p>For example: Teach a strategy for puzzle assembly, block construction and bead stringing.</p> <p>Coach the child by offering suggestions/ options. Model then prompt the child to successfully complete the task.</p>	<p>Galileo Approaches to Learning, Items: 14,15,23, 24</p>

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Creativity								
3	I	Wh questions: “what and which” Conjunction: “or” Concepts: “ Same and different” for objects then for actions	Tries a new idea to see if it will work.	II. C. Child approaches tasks with flexibility and inventiveness. <i>H.S. Develops increasing ability to find more than one solution to a question, task, or problem. (89)</i> <i>H.S. Grows in recognizing and solving problems through active exploration, including trial and error and interactions and discussions with peers and adults. (90)</i>		Center materials to include: manipulatives and art supplies. Outside play equipment to include: tricycles, wagons and pretend toys Building materials such as blocks, Lego and Lincoln Logs	TCIPS to teach: “what, which, or, same and different” Provide a variety of materials. Model using materials in a variety of ways. Prompt experimentation. For example: The child is given choices between two appropriate methods of completing a task: coloring or painting, gluing or taping. Specific praise for a student who tries out a new idea.	Galileo Approaches to Learning Items: 25, 26. 27, 28

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Planning and Reflection								
3	I	<p>Sequential concepts: "first", "next", "last"</p> <p>Wh questions: "what"</p> <p>Conjunctions: "and", "or"</p>	<p>Sets a goal prior to beginning of an activity or a project.</p>	<p>II. D. 1 Child shows some planning and reflection.</p> <p><i>H.S. Demonstrates increasing ability to set goals and develop and follow through on plans. (87)</i></p>		<p>Center materials.</p> <p>Center area labels and photographs of children engaged in center activity.</p> <p>Clipboards for signing up at different centers</p>	<p>Use P & P/DVD to teach "or and what"</p> <p>Encourage a child to choose a center by relating the activities to their prior knowledge.</p> <p>Ask the child "what" they want to do and what they will use to do it.</p> <p>Suggest materials they might want to use.</p>	<p>Galileo Approaches to Learning Item: 19</p>