

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 V Emergent Literacy

Emergent Reading (Motivation)

3	R	<p>Matches object to picture, then later to word</p> <p>Uses language to request (“Want book”)</p>	<p>Initiates reading activities on his/her own and will ask to be read to.</p> <p>Engages in pretend reading with other children, doll, or toy animal using pictures to tell the story.</p>	<p>V.A.1a Child enjoys reading and reading-related activities.</p> <p><i>H.S. Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry. (15)</i></p> <p><i>H.S. Shows growing interest and related activities, such as asking to have a book read (16)</i></p>		<p>Book center to include children’s literature and non-fiction books, song cards and poems</p> <p>Big Books</p> <p><u>Reading Games</u> <u>Everyday Literacy</u></p> <p>Read alouds</p> <p>Manipulatives</p> <p>Puppets/props</p> <p><u>S.T.E.P</u></p>	<p>Match objects with pictures</p> <p>Model language to request: “I want a book.”</p> <p>Provide high interest books, links to children’s prior knowledge, read aloud to children, and then place in book center.</p>	<p>Galileo Language and Literacy Items: 43, 46 47</p>
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3	I	<p>Imitates behavior of another person.</p> <p>Knows concepts of “front, back, left, right, top and bottom”</p> <p>Understands: word meaning of “title, author and illustrator”</p>	<p>Handles books and other reading materials with care.</p> <p>Identifies front and back of the book, as well as recognizes that the page is read from top to bottom and from left to right.</p> <p>Identifies the title, and knows the role of the author and illustrator.</p>	<p>V.A.1b Child uses books and other written materials appropriately.</p> <p><i>H.S. Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding a book has a title, author and illustrator. (18)</i></p> <p><i>H.S. Demonstrates increasing awareness of concepts of print, such as reading in English moves from top to bottom and from left to right and that speech can be written down and print conveys a message. (21)</i></p>		<p>Big Books Book center (as above)</p> <p>Chart story</p> <p>Class made books</p> <p><u>S.T.E.P</u></p>	<p>Teacher models and child imitates correct book handling.</p> <p>TCIPS to teach concepts of “front” then “back”, increase awareness of “ left to right.”</p> <p>Practice using concepts of front and back to talk about their bodies, then objects, then books. Left to right on self, objects then pages of a book.</p> <p>TCIPS to teach the role of the title, author and illustrator.</p>	Galileo Language and Literacy 44, 45, 51
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Emergent Literacy Motivation

3	I	<p>Makes requests</p> <p>Knows pictures can represent a word</p> <p>Asks question: "what"</p>	<p>Child demonstrates interest when being read to and will ask what a printed word means.</p> <p>Can predict what a book is about by the cover.</p>	<p>V.A.1c. Child asks to be read to or asks the meaning of written text.</p> <p><i>H.S. Shows growing interest in reading related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; and engaging in pretend reading with other children. (16)</i></p> <p><i>H.S. Demonstrates progress in abilities to retell and dictate stories from books and experiences; act out stories in dramatic play; and to predict</i></p>		<p>P & P/DVD "what"</p> <p>Picture labels for objects and centers</p> <p>Fiction and non fiction books</p> <p>Word wall</p> <p>Story props</p> <p>Manipulatives</p> <p><u>S.T.E.P</u></p>	<p>During read alouds draw attention to both the picture and printed words which tell about the picture.</p> <p>Now and then, associated a word with the object.</p> <p>Reinforce the concept that words tell us something,</p> <p>Teach children books have pictures on the cover, and that the pictures tell us something about the book.</p>	<p>Galileo Language and Literacy Items: 37, 40, 41, 42, 43, 46 55</p>
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3	I	Continued	Continued	<i>what will happen next in a story.(17)</i>		Continued	Have children tell about favorite books and why they like them.	Continued
3	I	Knows concept of "together"	Child can combine two words they hear to make a compound word.	V.A.2a Child combines words to make a compound word and deletes a word from a compound word. <i>H.S. Shows growing ability to hear and discriminate separate syllables in words. (13)</i>		<u>Phonemic Awareness in Young Children</u> P & P/DVD "together" Puzzles Chain links Unifix cubes Bristle blocks Legos Teacher made list of two syllable words such as: cupcake, popcorn, playground, bathroom, baseball, hotdog <u>S.T.E.P</u>	TCIPS: concept "together" Use manipulatives that link to show objects can be joined together. Select common compound words, say parts separately, and then say together (popcorn, cupcake) Move objects together as you say the parts of the compound word.	Teacher Observation

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Emergent Reading Phonological Awareness

3	I	Knows concept of “whole, part and together”	Child can combine two syllables to make word.	<p>V.A.2b Child combines syllables into words.</p> <p><i>H.S. Shows growing ability to hear and discriminate separate syllables in words. (13)</i></p>		<p><u>Phonemic Awareness in Young Children</u></p> <p>P & P DVD “Together”</p> <p>Chart Story “whole and part”</p> <p><u>Reading Games</u></p> <p><u>Everyday Literacy</u></p> <p>Manipulatives</p> <p>Food at mealtime</p> <p>Phonological Awareness Song and Rhyme Books</p>	<p>TCIPS: concept of “whole and part”</p> <p>Use manipulatives that can be taken apart: bristle blocks or legos to show how words can be taken apart and put back together. Use only two syllable words when practicing this with children.</p> <p>Segment by finger counting words in a sentence, then syllables in a word. (physically represent each segment) Ask the child to make a word from the parts.</p>	Galileo Language and Literacy 31
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3	I	<p>Knows concept of “take away”</p> <p>Understands the concept of one to one correspondence</p>	<p>Child imitates the teacher using “finger counting” to segment words into syllables</p>	<p>V.A.2c. Child can delete a syllable from a word.</p> <p><i>H.S. Shows growing ability to hear and discriminate separate syllables in words. (13)</i></p>		<p><u>Phonemic Awareness in Young Children</u></p> <p>Chart Story “take away”</p> <p><u>Reading Games</u></p> <p><u>Everyday Literacy</u></p> <p><u>S.T.E.P</u></p> <p>Songs that count down such as “Five Little Monkeys”</p>	<p>TCIPS: concept “take away”</p> <p>Finger count, the word into syllables. Begin with children’s names, then move to names of objects.</p>	<p>Teacher Observations</p>
3	I	<p>Knows concepts of “together”, “first”, “last”</p>	<p>Child can combine an onset and rime into one word</p>	<p>V.A.2d. Child combines onset and rime to form a familiar one-syllable word with picture support.</p>		<p><u>Phonemic Awareness in Young Children</u></p> <p>P & P/DVD “together first next last”</p> <p>Manipulatives</p>	<p>TCIPS: concepts of “together, first and last”</p> <p>Model with objects then pictures.</p> <p>Model blending two parts of words to make a</p>	<p>Galileo Language and Literacy item: 35</p>

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3	I	Continued	Continued	<i>H.S. Shows growing ability to hear and discriminate separate syllables in words. (13)</i>		Sequence cards Teacher made list of compound words Unifix cubes Bristle blocks Linking chains Legos Unifix cubes <u>Reading Games</u> <u>S.T.E.P</u>	Whole word Use manipulatives that link to demonstrate. Begin by saying children's names (K ate) and familiar objects having one syllable (m ilk)	Continued
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3	I	<p>Knows concept of “same” and “different”</p> <p>Knows words for lips, tongue, teeth</p> <p>Knows temporal concept first.</p>	<p>Child discriminates the first sound in a word from the rest of the sounds and can produce that sound.</p> <p>For example: The first sound in “<u>sun</u>” is SSSSSS”.</p> <p>“What is the first sound in <u>man</u>?”</p>	<p>Lee County Objective: Child identifies words that start with the same sound.</p> <p><i>H.S. Shows growing awareness of beginning and ending sounds. (11)</i></p>		<p><u>Phonemic Awareness in Young Children</u></p> <p>P & P/DVD “Same and Different”</p> <p>Manipulatives</p> <p>Identical Manipulatives</p> <p>Memory game</p> <p>Sound match-up boxes</p> <p><u>Seasonal Phonological Awareness Books.</u></p> <p><u>S.T.E.P</u></p>	<p>TCIPS: concept “same” “first”</p> <p>Model the first sound in a word and describe how it feels when you make it.</p> <p>Have children imitate the sound.</p> <p>Demonstrate the first sound in a word using blocks to represent the sounds. Use only words that have a consonant + vowel + consonant.</p> <p>First use sounds which are continuants: f ,v, s ,z ,m ,n , r ,w first, then go to: p ,b ,t ,d ,k, g,</p>	Galileo Language and Literacy 29, 30
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Alphabetic Knowledge

3	I	<p>Knows basic shapes</p> <p>Knows meaning of the directives: “match” and “name”.</p> <p>Imitates the behavior of another person</p> <p>Concepts of “same” and “different”</p>	<p>Child recognizes all the high frequency letters when the letter is named. (A a, Mm, Ss, E e, R r, D d, Ff, Ll, T t, N n, Cc, O o)</p> <p>For example: “Here are three letters find capitol letter D.”</p>	<p>V.A.3a Child recognizes almost all letters by name.</p> <p><i>H.S. Identifies at least 10 letters of the alphabet, specifically those in their own name. (30)</i></p>		<p>P & P/DVD “same and different”</p> <p>Plastic, foam, magnetic alphabet letters, numbers in a variety of sizes</p> <p>Letter stamps</p> <p>Letter stamps for Playdoh</p> <p>Letter molds for sand play</p> <p>Shapes manipulatives</p> <p>Daily Sign-In</p> <p><u>S.T.E.P</u></p>	<p>TCIPS to teach concepts of “same” and “different”</p> <p>Match letters that are the same, name as the child sorts.</p> <p>Have child find the known letter, first on the word wall and then, when that letter is in a group of 2, then 3, then 4 other letters</p> <p>Refer to capitol and lowercase when labeling and describing letters.</p>	Galileo Language and Literacy 68
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3	I	<p>Understands that words are made up or letters.</p> <p>Knows meaning of “capitol” and “lowercase” as those words relates to letters</p>	<p>Child names most of the high frequency letters.</p> <p>(A a, Mm, Ss, E e, R r, D d, Ff, Ll, T t, N n, Cc, O o)</p>	<p>V.A.3b Child names most letters.</p> <p><i>H.S. Identifies at least 10 letters of the alphabet, specifically those in their own name. (30)</i></p> <p><i>H.S. Begins to recognize, describe, compare and name common shapes, their parts and attributes. (38)</i></p>		<p>P & P/DVD “top, around”</p> <p>Create Chart Story</p> <p>Plastic, foam, magnetic alphabet letters, numbers in a variety of sizes</p> <p>Letter stamps Letter Stamps for Playdoh</p> <p>Letter molds for sand play</p> <p>Instructional Themes</p> <p>Daily Sign – In</p> <p>Computer software</p> <p>Word WALL</p> <p><u>S.T.E.P</u></p>	<p>Have children match capitol letter to lowercase letter.</p> <p>Continue to draw children’s attention to letters as they are related to words related to topic/theme.</p> <p>Provide explicit instruction in letter naming.</p> <p>Reinforce letter naming through meaningful activities, not in isolation.</p> <p>For example: Word wall, familiar logos, labels for shelves, materials</p>	<p>Galileo Language and Literacy 68, 69, 70, 71</p>
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3	I	<p>Knows names for lips, tongue, teeth</p> <p>Concepts of same and different</p> <p>Understands that letters make sounds.</p>	<p>Child names some of the high frequency letter sounds: Mm, Ss, , R r, D d, Ff, Ll, T t, N n, Cc,</p>	<p>V.A.3c Child names some letter sounds</p> <p><i>H.S. Shows increasing ability to discriminate and identify sounds in spoken language. (10)</i></p>		<p><u>P&P DVD Same and Different</u></p> <p>Classroom/school library</p> <p><u>Phonemic Awareness in Young Children</u></p> <p>Plastic, foam, magnetic alphabet letters.</p> <p><u>S.T.E.P</u></p>	<p>Link the sound to prior knowledge.</p> <p>Draw attention to how the sound looks and feels when you make it.</p> <p>Have the children imitate the sound.</p> <p>Pair the letter name with the letter sound. Focus on consonants, not vowels</p> <p>Give the child a small set of foam letters, ask them to imitate then say the sound the letters make.</p> <p>Always relate the letter/sound to a theme / topic so it will be meaningful.</p>	Teacher Observation
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3	I	<p>Recognizes that language is made up of letter sounds that makes words.</p> <p>Names for speech sound articulators: lips, tongue, teeth</p> <p>Spatial: front, back</p>	<p>Child can match the sound with most of the letters in their name and/or high frequency letters: m,s,,r,d,f,l,t,n,c,</p>	<p>V.A.3d Child recognizes some letter sounds.</p> <p><i>H.S. Shows increasing ability to discriminate and identify sounds in spoken language. (10)</i></p>		<p>P & P DVD “same, different”</p> <p>Classroom/school library</p> <p>Manipulatives</p> <p><u>S.T.E.P</u></p>	<p>Teacher models, the letter sound and written letter.</p> <p>The letter and sound is related to their name and/ or a topic or theme being discussed.</p> <p>Focus on frequently occurring letters</p> <p>Have the child match the sounds with letters.</p> <p>Play hide and seek: “the sound looks for its letter”.</p>	<p>Galileo Language and Literacy 28, 29</p>
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Understands Text Read Aloud

3	I	<p>Knows meaning of the “object and action” words in a story.</p> <p>Relates the words and story to prior knowledge. Understands temporal/sequential concepts: first, next, last, beginning, middle and end.</p>	<p>Child can retell a familiar story which has a clear beginning, middle and end.</p>	<p>V.A.4a Child retells or reenacts a story after it is read aloud.</p> <p><i>H.S. Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. (17)</i></p>		<p>Big Books Classroom library School library</p> <p>Story props</p> <p>Flannel boards</p> <p><u>Everyday Literacy</u></p> <p><u>Reading Games</u></p> <p><u>S.T.E.P</u></p>	<p>1) Provide background information.</p> <p>2) Link to prior knowledge.</p> <p>3) TCIPS to teach temporal concepts and new story vocabulary.</p> <p>4) Read story.</p> <p>5) Reinforce the temporal sequence of events: beginning, middle and end.</p> <p>6) Choose stories that have a clear beginning, middle and end.</p> <p>Model the retell using temporal sequential concepts.</p>	<p>Galileo Language and Literacy 5, 38</p>
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3	II	<p>Knows content words (objects and actions) in the story.</p> <p>Knows meaning of character and setting.</p> <p>Understands “wh” questions, “what”, “who”, “where”</p> <p>Knows temporal concepts first, next, last, beginning, middle and end.</p> <p>Conjunction “or”</p>	<p>Child can answer simple questions about the setting (time and place), characters and sequence of events in a story.</p> <p>Predicts story events using picture or verbal cue.</p>	<p>V.A.4b Child asks and answers appropriate questions about the story.</p> <p><i>H.S. Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. (17)</i></p>		<p>P & P/DVD “wh questions: “what, where and who”</p> <p>Conjunction “or”</p> <p>Big Books <u>Reading Games</u> <u>Everyday Literacy</u></p> <p>Classroom Library</p> <p>School library</p> <p>P & P/DVD “wh questions: “what, where and who”</p> <p>Props for acting out stories that have been read to the children</p> <p><u>S.T.E.P</u></p>	<p>TCIPS to teach content words</p> <p>Notify children they are to listen for specific information about the setting, character or sequence of events.</p> <p>Emphasize that information as you read the story.</p> <p>Prompt students to provide information by giving them choices.</p>	Galileo Language and Literacy 3, 40, 41, 42
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Emergent Writing

3	I	<p>Matches objects to oral words, then to written words.</p> <p>Imitates the behavior of others.</p> <p>Words for common tools and actions associated with drawing and writing.</p> <p>For example: crayon, pencil, marker, chalk, scribble, trace, copy, draw, write.</p>	<p>Child uses letter like shapes to write their name.</p> <p>Writes to communicate using a scribble form and letter like shapes in daily routines and center activities.</p>	<p>V. B.1 Child shows motivation to engage in written expression using scribbles and drawings.</p> <p><i>H.S. Experiments with a growing variety of writing tools and materials, such as Pencils, crayons, and computers. (26)</i></p> <p><i>H.S. Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name. (27)</i></p>		<p>Center activities and Read Alouds Which provide for new vocabulary, experiences and information.</p> <p>Various writing utensils of high interest in the writing center.</p> <p>Art supplies</p> <p>Chart tablets</p> <p>Paper varying in: size, texture, color and purpose</p> <p>Word Wall materials</p> <p>Journals</p> <p><u>S.T.E.P</u></p>	<p>Use TCIPS model to teach “writing” vocabulary</p> <p>Provide a sample of their name for the child to copy.</p> <p>Prompt the child to write their name on the upper left hand corner of the paper.</p> <p>Model if needed.</p>	Galileo Language and Literacy 63, 64, 66
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3	I	<p>Words for draw, scribble, write, as well as tools that are used for writing.</p> <p>Imitates small motor movements of others.</p>	<p>Child uses drawing, and letter like shapes to convey an idea or thought.</p> <p>Uses a variety of writing tools and materials to communicate with others.</p>	<p>V.B.2 Child uses letter-like shapes, symbols and letters to convey meaning</p> <p><i>H.S. Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. (26)</i></p> <p><i>H.S. Progresses from using scribbles, shapes, or pictures to represent ideas to copying familiar words Such as their own name. (27)</i></p>		<p>Sign in</p> <p>Name Cards Vocabulary Cards Word Walls</p> <p>Blank forms</p> <p>Journals</p> <p>Waiting lists for activities</p> <p>Sign in for centers</p> <p>Writing materials in center: paper to make signs, notepad by the phone</p> <p><u>S.T.E.P</u></p>	<p>Write the child's words, from dictation, on their drawings.</p> <p>Provide a topic for children's drawing/writing and notice students who maintain the topic.</p> <p>Drawing and writing should be used to reinforce new vocabulary that is introduced through centers and read alouds.</p> <p>Teacher models "writing with a purpose".</p>	Galileo Language and Literacy 62, 63, 64
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3	I	<p>Spatial concepts: “up, down, sideways and cross”</p> <p>Words for basic lines: vertical, horizontal, diagonal and cross</p> <p>Words: copy and trace</p>	<p>Child copies most letters of their name and/or most high frequency letters: a,m,s,e,r,d,f,l,t,n,c,o</p>	<p>V.B.3. Child demonstrates age- appropriate ability to write letters.</p> <p><i>H.S. Progresses from using scribbles, shapes or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name. (27)</i></p>		<p>Note Cards with line drawings: vertical, horizontal, diagonal and crossing.</p> <p>Chart Tablet</p> <p>Art Supplies as previously described.</p> <p>Name Cards</p> <p>Daily Sign-In</p> <p>Word Wall</p> <p><u>S.T.E.P</u></p>	<p>Child matches and then sorts cards with different lines.</p> <p>TCIPS to teach words for basic lines.</p> <p>Child copies basic letters in their name and high frequency letters</p> <p>Child may benefit from hand over hand guided practice.</p>	<p>Galileo Language and Literacy 64, 66</p>
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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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3	I	<p>Imitates words: “capital letter and end punctuation.”</p> <p>Spatial / temporal concepts: “beginning and end.”</p> <p>Size concepts: “big, large and little, small”</p>	<p>Child can be prompted to write their name at the top, left corner of the paper.</p> <p>Child observes as teacher writes a sentence describing their art work and daily news using capital letter and ending punctuation.</p>	<p>V.B.4. Child shows knowledge of structure of written composition</p> <p><i>H.S. Shows progress in recognizing the association between spoken and written words by following print as it is read out loud. (22)</i></p> <p><i>H.S. Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces. (2)</i></p>		<p>P & P DVD: “ large, small, beginning, middle and end”</p> <p>Name Cards Morning Message KWL Language Experience Charts</p> <p>Art supplies as previously described.</p> <p>Thank you letters</p> <p>S.T,E,P</p>	<p>Point to the capital letter in their name. Indicate that it is bigger. Have the child point to the capital letter.</p> <p>Point to the capital letter in sentence. Indicate that the capital letter is at the beginning of the sentence.</p> <p>Point to the end punctuation. Indicated that the period or question mark is at the end of a sentence.</p> <p>Have the child find the end punctuation marker. Indicate that it is at the end of the sentence</p>	Galileo Language and Literacy 49, 50
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2007 ACADEMIC PLAN– 3rd QUARTER**

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