

**PRE-KINDERGARTEN
2007 ACADEMIC PLAN – 4th QUARTER**

Q T R	A I R	Language Pre-Requisites	Specific Developmental Skill <i>Child demonstrates For Quarter 4</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

4	I	<p>Imitates the behavior of others</p> <p>Words for common objects and actions relating to the role play and or game.</p> <p>Knows spatial, temporal concepts.</p> <p>Knows conjunctions: and, or, but, if and then.</p> <p>Prior knowledge of routines of the role and or game.</p>	<p>Participates in dramatic play and some games with rules.</p> <p>Talks positively about a recent accomplishment.</p> <p>Signs, gestures, or talks about family routines and activities.</p> <p>Identifies family members and relationship to each.</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>Center activities</p> <p>Job Charts</p> <p>Self portraits</p> <p>Games with rules</p> <p>Conscious Discipline</p>	<p>TCIPS to teach the vocabulary associated with different role models.</p> <p>Discuss characteristics of various role models. Provide props in dramatic play center. Model and have child the child imitate, as a prelude to independent role play</p> <p>TCIPS to teach "game" vocabulary to include objects, actions and conjunctions.</p> <p>Teach model, prompt and reinforce participation in the game.</p>	Galileo Social and Emotional Items 1, 2, 6,7, 8, 10
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4	R	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 increased ability to make independent choices.</i>		Center activities Camera Photos of children participating in the centers Accessible shelves and bins with a variety of materials	Introduce use of new center materials by relating it to the child's prior knowledge. (home environment) TCIPS to Teach new "center" vocabulary which includes both objects and actions Model use of new materials/props which are part of the center Model, prompt, practice, then evaluate.	Galileo Social Emotional Items: 45, 46, 47 Approaches to Learning: Items: 4.5

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Self-Control								
4	R	<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>Size concepts: “ small medium and large.”</p>	<p>Follows established rules and routines in the classroom.</p> <p>Carries out a classroom routine, without prompts.</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.</i></p>		<p>Multiple sets of “Daily Routine Cards”</p> <p>Picture schedule</p> <p>Rule charts</p> <p>P & P/ DVD “on”, “in”, “together”, “behind”, “all”, some, now” When: <i>now</i> and <i>later</i></p> <p>Chart Stories</p> <p>Second Step</p> <p>Conscious Discipline</p> <p>TTYC</p>	<p>TCIPS to teach new concepts</p> <p>Create chart stories to teach concepts not on DVD</p> <p>Review daily routines</p> <p>Picture schedule and rule charts to provide visual reminders</p> <p>Model, prompt, practice and evaluate skill in following routines and rules</p>	<p>Galileo Social and Emotional items 26, 28, 46, 47</p>

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4	R	<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>Uses classroom materials safely and for their intended purpose.</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.</i></p>		<p>Clean Up Song</p> <p>Safety monitor job</p> <p><u>Listen and Learn</u></p>	<p>TCIPS to teach new words and actions associated with the safe use of center materials.</p> <p>Model, prompt, practice and evaluate.</p>	<p>Galileo Social and Emotional Items 30</p>
4	R	<p>Greetings: “Good Morning”</p> <p>Farewell: “Good Bye”</p> <p>Content words for objects and actions associated with the morning routine and nap</p>	<p>Makes transitions between activities with minimal assistance.</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.</i></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>Daily Routine Cards</p> <p>Camera/photographs</p> <p>Mats and blankets</p> <p>Clean up songs and other cuing systems for transitions.</p>	<p>TCIPS to teach objects, actions and concepts associated with transitions.</p> <p>Review the transition procedure.</p> <p>Model, prompt, practice then evaluate skill in transitioning daily routines</p>	<p>Galileo Social and Emotional Items 28, 46</p>

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Relationship with Adults								
4	I	<p>Uses words to get assistance</p> <p>Understands concepts of “now and later”.</p> <p>Uses phrases: “excuse me,” before interrupting.</p>	<p>With a reminder, can wait for the teacher to finish talking before telling about or asking for something.</p>	<p>III.C.1 Child interacts easily with familiar adults</p>		<p>Activities which require waiting for a turn</p> <p>Second Step</p> <p>Conscious Discipline</p>	<p>TCIPS to teach concepts of “now and later”.</p> <p>Model, prompt , practice then evaluate the use of” excuse me” when interrupting another’s conversation.</p>	<p>Galileo Social and Emotional item 24</p>
4	R	<p>Uses words to get assistance. For example: “Help me”</p> <p>Understands the concepts of “yes” and “no</p> <p>Imitates scripted 3-4 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>Daily routines</p> <p>Center activities</p> <p>Second Step</p> <p>Conscious Discipline</p> <p>TTYC</p>	<p>Model, prompt and practice the use of scripted 4-5 word <i>phrases</i> when asking for assistance.</p> <p>For example: “I need help <i>building a bridge.</i>’</p>	<p>Teacher Observations</p>

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Relationship with Peers								
4	I	<p>Concepts of “now, later, first, next and last.”</p> <p>Words for the objects and actions associated with the play activity/center</p> <p>Phrases: “What are you doing?” “Can I play?” “Show me how”. “Let me try”.</p>	<p>Verbally or nonverbally invites a peer to play, and /or can enter into existing play groups</p> <p>Talks to peers while playing.</p> <p>Can wait for their turn in both small and large group settings.</p>	<p>III.D.1 Child interacts easily with one or more children.</p> <p><i>H. S. Shows progress in developing friendships with peers. (76)</i></p>		<p>Turn taking activities</p> <p><u>Join In And Play</u></p> <p>Second Step</p> <p>Conscious Discipline</p>	<p>TCIPS to teach the objects, actions and phrases associated with the activity.</p> <p>Create activities which require children to play in a group and take turns.</p> <p>Chart stories and role playing to teach and model inviting, entering and waiting for a turn.</p> <p>Notice appropriate participation</p>	<p>Galileo Social and Emotional Item 51, 52, 53, 54, 55, 56, 57, 58, 59</p>

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4	R	Words for the objects and actions associated with the play activity/center	Have two or more children with whom they choose to play.	<p>III.D.2 Child develops special friendships</p> <p><i>H. S. Increases abilities to sustain interactions with peers by helping, sharing, and discussion. (72)</i></p> <p><i>H. S. Shows progress in developing friendships with peers. (76)</i></p>		<p><u>Share and Take Turns</u></p> <p>Second Step</p> <p>Conscious Discipline</p> <p>TTCY</p>	<p>Identify how the children share some of the same interests</p> <p>Provide activities that require</p> <p>cooperative effort in order to be successful</p> <p>Notice children who are playing together appropriately and cooperatively</p>	Galileo Social and Emotional items: 54-59
4	R	Knows words for the objects and actions associated with routines	<p>Child follows classroom rules, performs assigned jobs and readily participates in all activities.</p> <p>Shows recognition and respect for gender, family, culture and individual differences and special needs.</p>	<p>II.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.</i></p>		<p>Routine cards</p> <p>Rule Charts</p> <p>Sign In and Job Charts</p> <p>Planned interaction with special needs class</p>	<p>Model, prompt and practice following classroom rules and routines</p> <p>Invite families to share their cultural experiences.</p>	Galileo Social and Emotional items 17-20

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Social Problem Solving

4	R	<p>“Yes, No response</p> <p>“Help me”</p> <p>“I want help”</p> <p>“Stop that”</p> <p>“I don’t like that”</p> <p>Sequential concepts: “first, next last, beginning, middle, end”.</p>	<p>Finds an adult to help resolve a problem. Verbalizes: “I need help”, I don’t like that”.</p>	<p>III.E.1 Child seeks adult help when needed to resolve conflicts.</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>Rules and routines</p> <p>Schubert’s Big Voice</p> <p>Second Step</p> <p>Conscious Discipline</p> <p>TTYC</p>	<p>Introduce simple conflict resolution through simple chart stories and read alouds.</p> <p>Model, prompt, practice, then evaluate the use of the language, that is needed to get help and to protest.</p> <p>Role play with puppets and dolls.</p> <p>Notice children who ask an adult to help resolve a problem</p>	<p>Galileo Social and Emotional items: 29, 31, 32, 33, 34</p>
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