

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

Q T R	A I R	Language Pre-Requisites	Specific Developmental Skill <i>Child demonstrates For Quarter4</i>	Grade Level Benchmarks	Textbook Resources	Supplemental Resources	Instructional Strategies	Assessment
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**Pre-Kindergarten: SS Standard Domain IV Language and Communication**

<b>Listening</b>								
4	I	<p>Word meaning for content: objects, actions, as well as associated spatial, temporal, quality and size concepts</p> <p>“Wh” questions: “what”, “who”, “where” “when”</p> <p>Quantity concepts: “all, none, some, several, more, less</p>	<p>Can answer simple questions about a specific topic, using spatial, temporal, quality, size and now <b>quantity</b> concepts.</p> <p><b>For example:</b> “Do you have more blocks than Jared?”</p> <p>“Did they have the same number of cookies?”</p> <p>Asks questions and/or makes comments about a story, poem, or song.</p> <p>Responds to comments or questions from others during a conversation.</p>	<p>IV. A.1 Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.</p> <p><i>H.S. Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs questions; and for other varied purposes. (5)</i></p>		<p>P &amp; P/ DVD for “ quantity” concepts “more”, “some”</p> <p>Chart Story “Wh” Questions: “how much and how many” and additional quantity concepts</p> <p>Big Books Classroom library School library</p> <p>Literature that incorporates quantity concepts in the narrative or non fiction text.</p> <p>Materials varied amounts in the exploratory center</p>	<p><b>Before Reading:</b> Build background knowledge</p> <p>Link to prior knowledge</p> <p>Use <b>TCIPS</b> to teach content /concept vocabulary</p> <p><b>During Reading:</b> Model Story Grammar Comprehension Strategy: Setting, Characters, Problem and Outcome</p> <p><b>After Reading:</b> Check comprehension with direct questions that can be answered with a</p>	<p>Galileo Language and Literacy Item: 3, 17</p> <p>Early Math 29</p>

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4	I	Continued	Continued	Continued		Continued	4-6 word responses  (Require non-unison responses)	Continued
4	I	Specific spatial, size, quality, and temporal and quantity concepts (words) associated with the directions being given.  Conjunctions: "and"	Follows a two step direction which includes known concepts. Can follow a three step direction with visual support.  For example: "Look at the picture chart: First you, next you and last you."  Understands increasing number of positional words (spatial concepts), words that describe the size of objects, temporal and now quantity words.	IV. A.2 Child has mastery of two-step directions and usually follows three-step directions.  <i>H.S. Shows progress in understanding and following simple and multiple step directions.(2)</i>  <i>H.S. Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes. (44)</i>  <i>H.S. Builds an increasing understanding of directionality, order, and positions of objects and words.(42)</i>		P & P /DVD Chart story  Daily routines  <u>Reading Games</u>  Center activities that require 2-3 steps to complete  Rebus recipes Science experiments  Computer software Millie's Math House	<b>TCIPS</b> to teach concepts  Choose activities which have clear two then three step actions involving a temporal concept as well as other known spatial, size and quantity concepts.  Model then have the child imitate following the directions.  Suggested activities: cooking and building and science experiments	Galileo Language and Literacy items 4,9,10  Early Math 43,44

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**Speaking**

4	A	<p>Correctly articulates: p,b,m,t,d and all vowels.</p> <p>May have some developmental substitutions and distortions with: k, g, s, sh, ch, l, r</p>	<p>Child is understood if the listener knows the topic.</p> <p>Pronounces word with clarity, most of the time.</p> <p>Referral is made to the speech pathologist, if the child is still unintelligible</p>	<p>IV. B.1 Child's speech is understood by both a familiar and unfamiliar adult</p> <p><i>H.S. Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.(8)</i></p>		<p>Daily routines</p> <p>Center activities</p> <p>Circle Time</p> <p>Show and Tell</p>	<p>Model correct pronunciation Notice child's attempt to say the word correctly, do not insist they say the word correctly</p> <p>Encourage children to share experiences and/or information about their artwork</p> <p>Ask the child questions that are linked to a known topic if the child is difficult to understand</p>	<p>Galileo Language and Literacy item 20, 21, 22, 23, 24</p>
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<b>Vocabulary</b>								
4	I	<p>Understands the concept of "habitat" as a place where an animal or plant lives.</p> <p>Understands that words can represent actual places</p> <p>Words for common plants, animals and habitats.</p> <p>Words to describe the characteristics of the plants, animals and habitats.</p> <p>Uses 4-5 word sentences which have now include adjectives and adverbs.</p>	<p>Child has word meaning for common plants, animals and their habitats.</p> <p>Child knows adjectives and adverbs that describe both the plant and animal, as well as their habitat.</p> <p>Child uses sentences to request, get more, protest, greet, get help, answer, express feelings, get and give information.</p> <p>Uses vocabulary associated with what they are learning (ed).</p>	<p>IV.C.1a. Child uses age-appropriate vocabulary in several categories, and demonstrates a wide variety of words within each category.</p> <p><i>H.S. Uses an increasingly complex and varied vocabulary. (3)</i></p> <p><i>H.S. Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.(48)</i></p>		<p>Daily routines</p> <p>Center activities</p> <p>Fiction and non fiction books</p> <p>Picture Wall for new vocabulary</p> <p>Semantic Webs</p> <p>S T E P book</p>	<p>TCIPS to teach word meanings</p> <p>Use thematic units to provide associations for new vocabulary</p> <p>Provide graphic organizers to organize information and link to prior knowledge.</p> <p>Use simple sentences when providing instruction.</p> <p>Model use of sentences by following a developmental progression going from the use of single words to phrases to sentences.</p>	<p>Galileo Language and Literacy items 6,7,13,15, 21 ,22</p>

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4	I	<p>Quantity concepts: “more, less, all, none, some, many, few”.</p> <p>Comparatives: er and est</p> <p>Wh Question: “How many”.</p>	<p>Child uses spatial, temporal, quality, size and now <b>quantity</b> concepts when retelling or talking about story problem.</p> <p>For example: “The girl was happy because she had many cookies. She had more”.</p>	<p>IV.C.1b Child has mastery of instructional language of the classroom and objects in the classroom.</p> <p><i>H.S. Understands an increasingly complex and varied vocabulary. (3)</i></p> <p><i>H.S. Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, question, ect.(5)</i></p>		<p>P &amp; P DVD tomorrow, before, after, when.</p> <p>Chart stories</p> <p>Center materials</p> <p>Routine charts</p> <p>Library resources with quality children’s literature and non fiction</p>	<p>TCIPS to teach the vocabulary and quantity concepts.</p> <p>Relate to prior knowledge.</p> <p>Teach the children first with manipulatives then with pictures.</p> <p>Select stories in which the problem involves quantity.</p>	<p>Galileo Language and Literacy items: 21.22, 23</p> <p>Math items: 43, 44, 45, 46</p>
4	I	<p>Understands words which represent the plant, animal and habitat.</p> <p>Understands match means “goes with”.</p>	<p>Child can match the habitat with the plant or animal that lives there.</p>	<p>IV. C.1c Child understands or knows the meaning of many thousands of words, many more than he or she uses.</p> <p><i>H.S. Understands an increasingly complex and varied vocabulary. (3)</i></p>		<p>Non fiction books</p> <p>Picture Wall for new vocabulary</p> <p>Semantic Webs</p> <p>Computer software Sammy Science House</p>	<p>TCIPS to teach new word meanings</p> <p>Relate to prior knowledge</p> <p>Explicit instruction in why an animal can live in a specific habitat.</p>	<p>Galileo Language and Literacy items: 6-12</p> <p>Nature Science # 18, 21</p>

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4	I	<p>Understands spatial, size, quality and quantity concepts.</p> <p>Quantity concepts: all, none, some, several, more, less, few, many.</p> <p>Grammatical comparatives: “ er and est”</p>	<p>Child uses spatial, temporal, quality, size and now <b>quantity</b> concepts in a phrase or sentence to describe an object.</p> <p>For example: “He has more crayons, and I have less crayons.”</p>	<p>IV. C. 2a Child uses a large speaking vocabulary, adding new words weekly.</p> <p><i>H.S. Uses an increasingly complex and varied spoken vocabulary. (3)</i></p>		<p>P &amp; P DVD for spatial and size concepts.</p> <p>Journals on specific topics</p> <p>Word wall</p> <p>Meal time conversations</p>	<p>Use themes to explore different ideas and practice vocabulary</p> <p>Create routines and activities which reinforce the use of quantity concepts.</p>	Galileo Language and Literacy Items: 21,22, 23
4	I	<p>Concept of same and different</p> <p>Concept that objects have different characteristics or features and they can be grouped on the basis of that feature.</p> <p>Concept of exclusion from a category, does not belong, based on not sharing a common characteristic,</p>	<p>Child sorts pictures into categories based on a single characteristic. For example: “All animals that live on the farm”.</p> <p>Sorts diverse objects based on quantity.</p> <p>For example: Animals with many legs vs. animals with few legs</p>	<p>IV. C.2b Child uses category labels.</p> <p><i>H.S. Begins to make comparisons between several objects based on a single attribute. (45)</i></p>		<p>P &amp; P DVD “same, different, categorization, does not belong”</p> <p>P &amp; P DVD “same/different, categories, does not belong”</p> <p>Manipulatives</p> <p>Category picture cards</p> <p>Semantic webs</p> <p>Realistic objects for categorizing such as farm and wild animals</p> <p>Computer software</p>	<p>Teach children to sort pictures which associate habitats with various plants and animals.</p> <p>Identify the characteristic or (rule) that defines the category</p> <p>Model sorting objects , then later on, pictures by the “ rule”</p> <p>Child imitates, then sorts independently.</p>	Galileo Language and Literacy Items 13, 15. 21,22, 23  Nature & Science # 18,19,20, 21,22

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4	I	Understands that tools are used to help us do something.	continued	<i>continued</i>		Sammy Science House	Have the children determine their own rule for the category.	continued
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<b>Sentences and Structure</b>								
4	I	<p>Child can imitate utterance expansions which include an adjective or adverb.</p> <p>Understands quality concepts: taste, temperature, color, texture,</p> <p>Understands size concepts: large, small, medium, long, short, fat, thin,</p>	<p>Child uses a 4-5 word sentences which have a subject +action + object a+ modifier. (Adjective and adverbs.</p> <p>For example: "I want the long block".</p>	<p>IV. D. 1a. Child typically uses complete sentences of four or more words, usually with a subject, verb and object order.</p> <p>HS Progresses in clarity or pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (8)</p>		<p>Big books</p> <p>Classroom library School library</p> <p>Daily routines</p> <p>Center activities</p> <p>Student made books</p>	<p>TCIPS to teach adjectives and adverbs</p> <p>Expand the child's utterances to include adjectives to describe the subject and adverbs to describe the action.</p> <p>Model, prompt, and practice.</p> <p>Reinforce those who use adjectives and adverbs .</p>	Galileo Language and Literacy Item 21

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4	I	<p>Can imitate “s” and “ed” sound at the end of word</p> <p>Understands that “s” at the end of a word means more than one.</p> <p>Understands that “ed” at the end of a word means it has already happened, it is over, it is in the past.</p> <p>Understands that a personal pronoun is another name for a person. (He, she, it, they)</p> <p>Understands that a possessive pronoun tells who something belongs to. (His, hers, its, theirs.)</p>	<p>Child uses age appropriate grammatical markers, as well as <b>personal</b> and <b>possessive pronouns</b> in a simple sentence.</p>	<p>IV. D. 1b. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement</p> <p>HS Progresses in clarity or pronunciation and towards speaking in sentences of increasing length and grammatical complexity.(8)</p>		<p>P&amp;P/DVD “ He and she:</p> <p>Chart Stories for possessive and other personal pronouns</p> <p>Daily routines</p> <p>Classroom library School library Big books</p> <p>Center activities using a variety of manipulatives</p>	<p>TCIPS to teach pronouns.</p> <p>Expand the child’s production to include the use of first personal pronouns, then possessive pronouns.</p> <p>Continue to model and reinforce the use of appropriate grammatical markers for plurality, past tense and possession.</p> <p>Reinforce the child for imitating.</p>	<p>Galileo Language /Literacy Items 24, 25, 26</p>
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4	I	<p>Understands spatial, size, quality, temporal and now quantity concepts.</p> <p>Conjunctions: “and, or, but”</p>	<p>Child uses spatial, temporal, size, quality and now <u>quantity</u> concepts when describing or retelling.</p> <p>For example: “He wanted more salad and less broccoli.”</p>	<p>IV.D 2a Child uses sentences with more than one phrase.</p> <p>HS Progresses in clarity or pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (8)</p>		<p>P &amp; P DVD “more, less, and, or, but”</p> <p>Chart Stories</p> <p>Big Books Classroom library School library Daily routines Center activities Science activities Cooking activities</p> <p>Child made books in which child describes quantity.</p>	<p><b>TCIPS</b> to teach quantity concepts</p> <p>Provide for activities which involve varying amounts of materials.</p> <p>Model the use of quantity concepts to describe an entity.</p> <p>Model, prompt, practice and reinforce those who use conceptual language to describe.</p>	<p>Galileo Language / Literacy items 23, 27</p> <p>Early Math 45</p>

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4	I	<p>Child can imitate sentences with two ideas, one of which is excluded.</p> <p>Child understands that “but” joins two ideas and excludes one.</p> <p>Conjunctions: “but”</p>	<p>Child uses “but” to join two ideas and to indicate the exclusion of one idea.</p> <p>For example: “The girls can have the ..... but the boys cannot”</p>	<p>IV.D.2b Child combines more than one idea using complex sentences.</p> <p>HS Progresses in clarity or pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (8)</p>		<p>P &amp; P DVD “ but”</p> <p>Chart Stories</p> <p>Big Books Classroom library School library Daily routines Center activities Science act ivies Cooking activities</p>	<p><b>TCIPS</b> to teach grammatical form “but”</p> <p>Provide for activities which involve two objects or actions, one of which is excluded.</p> <p>For example: Have the children choose actions to do, such as “clap and jump.”</p> <p>Model the use of “but” to exclude one of the ideas.</p> <p>Prompt the child: “You can jump but not clap”.</p>	<p>Galileo Language /Literacy items 23, 27</p>

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<b>Conversation</b>								
4	I	<p>Uses gestures then words to communicate basic needs</p> <p>Spatial, size, quality, temporal and quantity concepts</p> <p>Words describing action of objects.</p> <p>Words describing places objects are used.</p> <p>Question words: "what, where, when"</p>	<p>Uses short sentences to make comments, or to ask questions about an object or amount.</p> <p>Use one "describing word" when identifying or commenting on an object.</p> <p>For example: "I want the long brush". "I want the last car on the train".</p>	<p>IV.E.1 Child demonstrates varied uses of language</p> <p><i>H.S. Uses an increasingly complex and varied vocabulary (7)</i></p>		<p>Daily routines</p> <p>Center activities</p> <p>P &amp; P/ DVD concepts and questions words</p> <p>Show and Tell</p> <p>Riddle box game: children come up with three descriptive clues to help others guess.</p>	<p>Describe objects in terms of spatial, size, quality, and quantity, what it does, where and when you might use it.</p> <p>Place an object in a bag, have children guess "What is in the bag?"</p> <p>Model use of words to describe what it looks like, what it does and where you might use it, how much.</p> <p>Notice children who descriptive language.</p>	Galileo Language and Literacy items 13-15

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4	I	<p>Maintains focus on the speaker and the topic.</p> <p>Content vocabulary for objects, actions and events.</p> <p>Concept that: "Yes" means "okay", and "No" means "not okay"</p> <p>Conjunctions: "and, or, but"</p> <p>"Wh" questions: "What, where, who, when, why, how"</p>	<p>Child <i>enters</i> into a conversation with a peer, by <i>commenting</i>, on what is currently happening, then <u>extends</u> the conversation by <u>asking</u> questions.</p> <p>Takes turns being a speaker.</p> <p>Responds to comments or questions from others during a conversation.</p>	<p>IV.E.2a Child follows another's conversational lead, appropriately initiates or terminates conversations, appropriately introduces new content</p> <p><i>H.S. Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. (6)</i></p>		<p>Daily routines</p> <p>Center activities</p> <p>Meal times</p>	<p>Teacher describes the ongoing activity for the child, and then prompts the child to make a comment of his own.</p> <p>Model , prompt, practice, then evaluate the child's skill in getting information by asking questions that can be answered by short responses.</p> <p>Role play both entering by commenting, then extending by questioning.</p>	<p>Galileo Language and Literacy items 16,17 18, 19</p>
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4	R	<p>Content vocabulary for objects, actions and events.</p> <p>“Wh” questions: “What, where, who, when, why, how”</p>	<p>Child, sticks to the topic, and independently provides a comment that relates to the topic</p> <p>For example: “A zebra has lots of stripes”.</p>	<p>IV.E.2b Child provides appropriate information for the setting</p> <p><i>H.S. Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (8)</i></p>		<p>Daily routines</p> <p>Circle time</p> <p>Center activities</p> <p>Meal time</p>	<p>Prompt the child to give correct information by giving choices.</p> <p>As the child gains knowledge about a topic, require a descriptive comment.</p>	Galileo Language and Literacy items: 16, 17, 18, 19
4	R	<p>Responds to “Look at me” by focusing on the speaker.</p> <p>Understands temporal concepts: now, later, wait</p> <p>Imitates taking a turn, then waiting for a turn.</p> <p>Understands “interrupt”</p>	<p>Child makes appropriate eye contact when speaking to another person.</p> <p>Takes turns, when prompted, first in one-on-one setting, and then in a <b>small group and large</b> setting</p> <p>Responds to comments or questions from others during a conversation</p> <p>Can be prompted to not interrupt another person</p>	<p>IV.E.3a Child demonstrates knowledge of verbal conversational rules.</p> <p><i>H.S. Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (6)</i></p>		<p>Chart story</p> <p>Daily routines</p> <p>Circle time</p> <p>Center activities</p> <p>Second Step</p> <p>Role playing</p>	<p>Prompt child to “look at me”, by pointing to your eyes. Prompt an object or picture by pointing your finger or a light.</p> <p>Use an object to indicate whose turn it is. When their turn is over, they pass the object to the next person.</p>	Galileo Language and Literacy items 16-18

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4	R	Spatial concept of” far and near”  “Look atme	Maintains appropriate eye contact with speaker.  Usually maintains appropriate physical space between speaker and self.	IV.E.3b Child demonstrates knowledge of nonverbal conversational rules.  <i>H.S. Develops increasing abilities to give and take in interactions; to take turns in games or using Materials; and to interact without being overly sub or directive.(6)</i>		P&P DVD Far and Near  Chart story  Daily routines  Circle Time  Center activities  Role playing	Prompt, then expect the child to look at the speaker.  Prompt, then expect the child to stand at an appropriate distance from others when talking.  (Usually an arm’s length away)	Teacher observation
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