

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 V Emergent Literacy

Emergent Reading (Motivation)

4	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.</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>Manipulatives</p> <p>Puppets/props</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>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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4	R	<p>Imitates behavior of another person.</p> <p>Knows concepts of front and back</p>	<p>Handles books and other reading materials with care.</p> <p>Views reading materials one page at a time.</p> <p>Identifies front and back of the book as well as recognizes that the left page is read before the right.</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>Create a Chart Story</p> <p>Class made books</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>	Galileo Language and Literacy 44, 45, 51
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Emergent Literacy Motivation

4	R	<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>Manipulatives</p> <p>P & P/DVD "what"</p> <p>Picture labels for objects and centers</p> <p>Fiction and non fiction books</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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4	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
4	I	Knows concept of "take away"	Child can delete one word from a compound word that they hear.	V.A.2a Child combines words to make a compound word and deletes a word from a compound word. (13)		Chart Story: Puzzles Chain links Unifix cubes Bristle blocks Legos Teacher made list of two syllable words such as: Cupcake, popcorn, playground, bathroom, baseball, hotdog Manipulatives	TCIPS: concept "take away" Use manipulatives that link to show objects can be joined together, and then one part taken away. Select common compound words, say parts separately, and then say together (popcorn, cupcake) Take an object away as you delete one of the words.	Teacher Observation

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Emergent Reading Phonological Awareness

4	I	Knows concept of “whole, part and together”	Child can combine three 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>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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4	I	<p>Knows concept of “take away”</p> <p>Understands the concept of one to one correspondence</p>	<p>Child can delete one syllable from a two syllable word.</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>Chart Story “take away”</p> <p><u>Reading Games</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>Hide a finger to show deletion of a syllable.</p>	Teacher Observations
4	R	<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><i>H.S. Shows growing ability to hear and discriminate separate syllables in words. (13)</i></p>		<p>P & P/DVD “together first next last”</p> <p>Manipulatives</p> <p>Sequence cards</p> <p>Teacher made list of compound words</p> <p>Unifix cubes</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 whole word.</p>	Galileo Language and Literacy item: 35

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4	I	Continued	Continued	Continued		Bristle blocks Linking chains Legos Unifix cubes <u>Reading Games</u>	Use manipulatives that link to demonstrate. Begin by saying children's names (K ate) and familiar objects having one syllable (m ilk)	Continued
4	I	Knows concept of "same" and "different" Knows words for lips, tongue, teeth Knows temporal concept first, start	Child can find from an array of four pictures, one that starts with a designated sound. For example: Find a picture that starts with "SSSSSS" "What is the first sound in <u>man</u> ?"	Lee County Objective: Child identifies words that start with the same sound. <i>H.S. Shows growing awareness of beginning and ending sounds. (11)</i>		P & P/DVD "Same and Different" Manipulatives Identical Manipulatives Memory game	TCIPS: concept "same" "first" "start" Model the first sound in a word and describe how it feels when you make it. Have children imitate the sound.	Galileo Language and Literacy 29, 30

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4	I	Continued	Continued	Continued		<p>Sound match-up boxes</p> <p><u>Seasonal Phonological Awareness Books.</u></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> <p>Begin with two pictures, have the child finds the picture that starts with the target sound. Expand to a field of three then four pictures.</p> <p>Reinforce, “Yes the sun starts with sssss”.</p>	Continued
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Alphabetic Knowledge

4	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 upper and lower case letters when the letter is named.</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>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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4	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 upper and lower case letters when they are in random order.</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><u>STEP</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>Galileo Language and Literacy 68, 69, 70, 71</p>
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4	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 all of the high frequency letter sounds*, and most of remaining letters.</p> <p>*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>H.S Shows increasing ability to discriminate and identify sounds in spoken language (10)</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>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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4	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 all of the 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>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

4	R	<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>Future tense “will”</p> <p>Modals: could, might, may</p>	<p>Child can retell a familiar story which has a clear beginning, middle and end.</p> <p>Child can predict what will happen next in the story.</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>1) Provide background information.</p> <p>2) Link to prior knowledge.</p> <p>3) TCIPS to teach temporal / sequential 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</p>	Galileo Language and Literacy 5, 38
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4	I	Continued	Continued	Continued		Continued	<p>concepts.</p> <p>TCIPS to teach the use of future tense “will”</p> <p>Explain that predicting is guessing based on what you know or have experienced.</p> <p>Help the child to see the connection between the story and something that is familiar in their own experiences.</p> <p>Model expressing the prediction: “The boy <i>will</i> eat the cake.”</p>	Continued
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4	I	<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>Negation: not, none, didn’t, couldn’t, wouldn’t, shouldn’t, can’t, won’t</p>	<p>Child can answer simple questions about the setting, characters, problem and outcome, as well as the sequence of events in a story.</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 “What, Who, Where, Why”</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>Chart Story Conjunction “or”</p> <p>Props for acting out stories that have been read to the children</p>	<p>TCIPS to teach content words</p> <p>Notify children they are to listen for specific</p> <p>Information about a story element.</p> <p>Specify setting, character, problem or outcome then read a page which relates to that element.</p> <p>Emphasize that information as you read the story.</p> <p>Prompt students to provide information by giving them choices.</p>	<p>Galileo Language and Literacy 3, 40, 41, 42</p>
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Emergent Writing

4	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 or label drawings.</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>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>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>Sign in</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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4	R	<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, scribbling 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>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>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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4	I	<p>Spatial / locational 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 all letters of their name and all 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>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>	Galileo Language and Literacy 64, 66
4	I	<p>Imitates words: “capital letter and end punctuation.”</p> <p>Spatial / temporal concepts: “beginning and end.”</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</i></p>		<p>Name Cards</p> <p>Morning Message</p> <p>KWL</p> <p>Language Experience Charts</p> <p>P & P DVD: large, small, beginning,</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</p>	Galileo Language and Literacy 49, 50

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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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4	I	Size concepts: “big, large and little, small”	Continued	<p><i>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. (23)</i></p>		<p>middle and end.</p> <p>Art supplies as previously described.</p> <p>Thank you letters</p>	<p>letter in sentence.</p> <p>Reinforce 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. Reinforce that it is at the end of the sentence.</p>	Continued
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