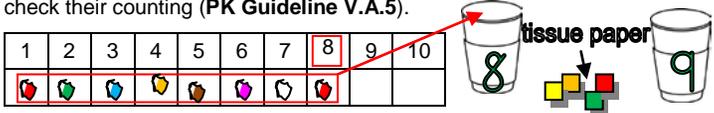


Weekly Pre-K Guideline Focal Points	Assessment	Clarifying Activities for Intentional, Purposeful, & Focused Instruction
<p>Language and Communication Domain</p> <p>II.B.4 Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p>II.B.1 Child uses language for different purposes.</p> <p>♦ II.B.5 Child engages in conversations in appropriate ways.</p> <p>Emergent Literacy—Reading Domain</p> <p>III.B.2 Child combines words to make a compound word.</p> <p>III.B.3 Child deletes a word from a compound word.</p> <p>III.B.6 Child can produce a word that rhymes with a given word.</p> <p>♦ III.D.1 Child retells or reenacts a story after it is read aloud.</p> <p>II.D.3 Child asks and answers appropriate questions about the book (e.g. <i>identifying characters and predicting events, plot, and the resolution of the story.</i>)</p> <p>Emergent Literacy—Writing Domain</p> <p>♦ IV.B.1 Child independently uses letters or symbols to make words or parts of words.</p> <p>Mathematics Domain</p> <p>V.C.3 Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.)</p> <p>♦ V.D.1 Child recognizes and compares heights or lengths of people or objects.</p> <p>V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p> <p>Science Domain</p> <p>VI.A.2 Child investigates and describes position and motion of objects.</p> <p>♦ VI.A.3 Child uses simple measuring devices to learn about objects.</p> <p>VI.C.1 Child identifies, compares, discusses earth materials, and their properties and uses.</p> <p>VI.C.3 Child observes and describes what happens during changes in the earth and sky.</p> <p>Social Studies Domain</p> <p>I.B.1.a Child follows classroom rules and routines with occasional reminders from teacher</p> <p>VII.A.3 Child organizes their life around events, time, and routines.</p> <p>VII.C.1 Child identifies and creates common features in her immediate environment.</p>	<p>Language Arts</p> <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> For PK Guideline II.B.5, consult Item # 4 at the bottom of p. 2 of the 3rd 9 Weeks Assessment Rubrics.) Consult Item # 3, on p. 2 of the 3rd 9 Weeks Assessment Rubrics to determine how to assess the Story Time Activity referenced on p. 168 of the Theme 7 Teacher Guide. In this lesson, the children retell the sequence of events (PK Guideline III.D.1) from the story, <i>A Snowy Day</i>. <p>Mathematics</p> <p>Ongoing Assessment:</p> <p>Encourage the children to describe the length of the mercury shown on the thermometer measured at various temperatures. Record the lengths with a red marker and compare/ order the heights of each reading (PK Guideline V.D.1).</p> <p>Science</p> <p>Work Sample:</p> <p>Set up an experiment in the science center whereby the children observe and compare what happens when they first place a thermometer under a heat lamp and then inside a glass of ice water. Encourage them to record and describe the results on paper. Refer to the top of p. 9 of the 3rd Nine Weeks Assessment Rubric for assessing student outcomes (See PK Guideline VI.A.3.)</p> <p>Social Studies</p> <p>Ongoing Assessment:</p> <p>For PK Guideline I.B.1.a, form two columns on a sheet of chart paper. In one column, make a list of rules that the children feel they do a good job at following and, in the opposite column, those rules needing attention .</p>	<p>Language Arts</p> <ul style="list-style-type: none"> Read <i>A Snowy Day</i> from the Scholastic Resource to launch a discussion on how to build a snowman. Provide “snow dough” (white play dough mixed with glitter) and a variety of decorations, such as matchsticks, small beads, and sequins. Instruct students to refer to the sequencing cards as they follow a series of steps to make a snowman. (PK Guidelines III.B.4, III.D.1 and III.D.3) Extend the activity by prompting students to write about their snowmen in their journals (PK Guideline II.B.1 and IV.B.1). As the students build their snowmen, have them recite the following chant: Emphasize the rhyming words III.B.6.) <p> <i>Make 3 balls of soft white snow. Pat, pat, pat and watch them grow. Stack the snowballs One, Two, Three. Make a man of snow for me.</i></p> <p>Vocabulary: Rhyme, Retell, Characters, Steps, Snowman</p> <p>Mathematics</p> <ul style="list-style-type: none"> Children will have many opportunities to explore and observe a thermometer throughout Theme 3 (Weather) in Scholastic Unit 7. Emphasize the positional words—e.g., above, below, up, and down (PK Guideline V.C.3)—as you describe the movement of the mercury line. On p. 173 of Scholastic Unit 7, the children sort pictures of activities related to cold/ hot weather. Refer to PK Guideline V.E.1 for important vocabulary—e.g., alike and different—when guiding children to sort. <p>Vocabulary: Above, Below, Up, Down, Sort, Alike, Different</p> <p>Science</p> <ul style="list-style-type: none"> Conduct a winter nature walk outside. Compare the differences in the weather (PK Guideline VI.C3) and surroundings—no leaves on trees, etc. (PK Guideline VI.A.3)—that have taken place since the fall nature walk they conducted in October. Record the observations in the Science Interactive Notebook. As you introduce the Story Time activity (“The Wind”) on p. 190 of Scholastic Unit 7, integrate PK Guideline VI.A.2 by discussing the force of the wind and how objects move as a result of that force. <p>Vocabulary: Winter, Cold, Hot, Thermometer, Mercury, Wind</p> <p>Social Studies</p> <ul style="list-style-type: none"> Since the children have been gone for two weeks, review the classroom rules (PK Guideline 1.B.1.a) and how they help the keep the children safe at school. Discuss where the children are (midway) in reference to the progress of the school year. See PK Guideline VII.A.3. Circle Time Activity 1 on p. 176 addresses the concept of landforms—e.g., mountains, hills, and deserts. Relate this activity to PK Guideline VII.C.1. <p>Vocabulary: Rules, Dessert, Mountains, Hills, Seasons</p>
<p>Differentiated Instruction</p> <p>PK Guidelines III.B.2 and III.B.3 address compound words. As you introduce the word <i>snowman</i> (See the <i>Clarifying Activities</i> for Language Arts), use one of the following approaches from the TEA Pre-K Guidelines, p. 70 in order to help the children make sense of this potentially abstract concept:</p> <ul style="list-style-type: none"> Demonstrate the concept using compound word puzzles and picture cards when practicing blending and taking apart compound words they say aloud. (For example, have a picture of snow and a man, and then combine the two—e.g., snow-man. Provide compound word puzzles and picture cards for children to use in independent play practice. 	<p>Questioning</p> <p>Language Arts:</p> <ul style="list-style-type: none"> How does the story <i>A Snow Day</i> begin/end? What happens first/ next? <p>Mathematics:</p> <ul style="list-style-type: none"> What does the red mercury in the thermometer do when the temperature is hot/cold? Why? <p>Science:</p> <ul style="list-style-type: none"> How does the outside look different during winter? How has it changed since the fall? <p>Social Studies:</p> <ul style="list-style-type: none"> How do our classroom rules help to keep everyone safe? How can you help the class? 	

Weekly Pre-K Guideline Focal Points	Assessment	Clarifying Activities for Intentional, Purposeful, & Focused Instruction
<p>Language and Communication Domain</p> <p>♦ II.B.4 Child demonstrates knowledge of verbal conversational rules. II.D.1 Child uses a wide variety of words to describe people, places, things and actions. II.E.2 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject verb agreement. II.E.4 Child combines more than one idea using complex sentences.</p> <p>Emergent Literacy—Reading Domain</p> <p>III.A.1 Child engages in pre-reading and reading-related activities (e.g.—<i>tracking print from left to right</i>). III.B.6 Child can produce a word that rhymes with a given word. ♦ III.C.3 Child produces the correct sounds for at least 10 letters.</p> <p>Emergent Literacy—Writing Domain</p> <p>♦ IV.B.1 Child independently uses letters or symbols to make words or parts of words.</p> <p>Mathematics Domain</p> <p>V.A.5 Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted. V.C.3 Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.) ♦ V.D.1 Child recognizes and compares heights or lengths of people or objects.</p> <p>Science Domain</p> <p>VI.A.2 Child investigates and describes the position and motion of objects. VI.A.4 Child investigates and describes sources of energy, including light, heat, and electricity ♦ VI.A.3 Child uses simple measuring devices to learn about objects. VI.D.1 Child practices good habits of personal safety.</p> <p>Social Studies Domain</p> <p>I.C.3 Child shows competence in initiating social interactions (e.g. <i>taking turns listening and speaking</i>). I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. ♦ VII.B.3 Child discusses the roles and responsibilities of community workers. VII.C.1 Child identifies and creates common features in her immediate environment.</p>	<p>Language Arts</p> <p>Ongoing Assessment: Refer to p. 2 of the 3rd Nine Weeks Assessment Rubric (<i>Item # 3</i>) to determine the children’s progress in relation to PK Guideline II.B.4. Observe the children as they engage in the pretend and learn center.</p> <p>Work Sampling: Allow the children to write labels for the community mural activity referenced on p. 74 of the Scholastic Theme 3 Teacher’s Guide (Circle Time # 3). Refer to <i>Item # 8</i> on p. 4 of the 3rd Nine Weeks Assessment Rubrics for guidelines on how to score the children’s writing samples in relation to PK Guideline IV.B.1. Use the same activity to assess PK Guideline III. C.3 as measured in <i>Item 7</i> on p. 3 of the assessment rubric.</p> <p>Mathematics</p> <p>Ongoing Assessment: Prompt children to compare the length of their strings during the Circle Time #2 activity on p. 72 of the Theme 3 Teacher Guide. Refer to p. Item # 4 at the top of p. 8 of the 3rd Nine Weeks Assessment Rubrics to determine children’s understanding of the student expectation outlined in PK Guideline V.D.1.</p> <p>Science</p> <p>Ongoing assessment: Assess PK Guideline VI.A.3 as you observe children using tools (e.g., rulers, measuring tape) to determine the distances to various locations illustrated on the class community mural.</p> <p>Social Studies</p> <p>Questioning: <i>What do librarians/ firefighters do to help the community?</i> (PK Guideline VII.B.3)</p>	<p>Language Arts</p> <ul style="list-style-type: none"> Convert the pretend and learn center into a place (e.g., library, Laundromat, etc.) that the children are familiar with and regularly visit within their local community/ neighborhood and that also connects with the literature (e.g., <i>Lola at the Library, Knuffle Bunny</i>) introduced in the weekly theme. When introducing/ setting up the center, discuss job responsibilities, procedures for setting up materials, and possible pretend scenarios (PK Guideline I.C.4). As the children are playing, model and observe appropriate techniques for engaging in conversations (PK Guideline II.B.4) and expressing ideas (PK Guideline II.E.4). Continue to develop the children’s skill and familiarity with rhyming (PK Guideline III.B.6) by reciting winter songs and poems. For a more comprehensive list of poems and songs related to winter, visit the following website— www.everythingpreschool.com/themes/winter/songs.htm Observe the children’ facility with tracking print from left to right (PK Guideline III.A.1) as they read around the room. <p>Vocabulary: <i>bawl, borrow, buzzes, calm, chattering, errand</i></p> <p>Mathematics</p> <ul style="list-style-type: none"> Throughout the week, the children use the downloadable Math Mat 9 to describe where items are located on a map of a classroom (PK Guideline V.C.3). They also address PK Guideline V.D.1 as they compare distances between those locations. Then, during the Circle Time #2 activity on p. 72, the children are encouraged to use yarn to measure and determine longer and shorter routes to various locations on the map. Encourage the children to measure the strings of yarn with discrete, countable units (e.g. counting cubes) in order to answer the question: <i>how long?</i> (PK Guideline V.A.5) <p>Vocabulary: <i>above, below, through, next to, shorter, longer</i></p> <p>Science</p> <ul style="list-style-type: none"> Although the Circle Time Activity on p. 38 of the Theme 3 Teacher Guide focuses on fire safety (PK Guideline VI.D.1), it also introduces one of the physical science concepts outlined in PK Guideline VI.A.4, which addresses understanding and describing sources of heat. The Story Time activity (“Everywhere We Zoom”) suggests allowing the children to create paths, obstacles, and ramps as they replicate a neighborhood. The activity coincidentally provides the opportunity to address the concepts related to force and motion (PK Guideline VI.A.2). <p>Vocabulary: <i>energy, heat, fire, light, hot, roll, motion, ramp, tool</i></p> <p>Social Studies</p> <ul style="list-style-type: none"> The Theme introduction from Circle Time Activity #1 on p. 22 of Theme 3, Teacher Guide provides opportunities to introduce vocabulary that labels (PK Guideline II. D.1) places in the community (PK Guideline VII.C.1). <p>Vocabulary: <i>neighborhood, community, block, building, route</i></p>
<p>Differentiated Instruction</p> <p>Consult the “Observe” icon located at the bottom of each circle time activity of the Scholastic resource. The excerpt here outlines what teachers should make note of when assessing the children’s progress in relation to various skills addressed in the lesson. For example, the “Observe” section located in the middle of p. 24 recommends that teachers watch for children’s use of subject-verb agreement when speaking (PK Guideline II.E.2). There are suggested interventions referenced at the bottom of p. 28 in the “One-to-One Follow-Up” section of the Teacher Guide that the teacher can use to help a child who struggles with that particular skill.</p>	<p>English Language Learners</p> <p>Refer to the Story Time activity on p. 60 of the Theme 3 Teacher Edition. As the children build a community for Trixie (the main character from the book, <i>Knuffle Bunny</i>), use the following prompts to accommodate the following levels of English language acquisition listed below:</p> <ul style="list-style-type: none"> Preproduction: Point to pictures in the book as you assign jobs: <i>You can help build the park.</i> Early Production: Elicit one-word responses: <i>Is the park behind or in front the school?</i> Speech Emergence: Allow children to respond with simple sentences: <i>Where is the school?</i> Intermediate Fluency: Encourage elaboration: <i>How would you get to the school from the park?</i> 	

Weekly Pre-K Guideline Focal Points	Assessment	Clarifying Activities for Intentional, Purposeful, & Focused Instruction
<p>Language and Communication Domain</p> <p>II.B.4 Child demonstrates knowledge of verbal conversational rules. II.D.5 Child uses category labels to understand how the words/objects relate to each other. II.D.6 Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)</p> <p>Emergent Literacy—Reading Domain</p> <p>♦ III.B.7 Child can produce a word that begins with the same sound as a given pair of words. ♦ III.C.1 Child names at least 20 upper and at least 20 lower case letters. ♦ III.C.3 Child produces the correct sounds for at least 10 letters.</p> <p>Emergent Literacy—Writing Domain</p> <p>♦ IV.D.1 Child uses some appropriate writing conventions when writing or giving dictation.</p> <p>Mathematics Domain</p> <p>♦ V.A.5 Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted. V.C.3 Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.) ♦ V.D.1 Child recognizes and compares heights or lengths of people or objects V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p> <p>Science Domain</p> <p>VI.A.2 Child investigates and describes the position and motion of objects. VI.A.4 Child investigates and describes sources of energy, including light, heat, and electricity VI.D.1 Child practices good habits of personal safety.</p> <p>Social Studies Domain</p> <p>I.C.2 Child assumes various roles and responsibilities as part of a classroom community. I.C.3 Child shows competence in initiating social interactions (e.g. cooperating with others in a joint activity). VII.A.3 Child organizes their life around events, time, and routines. ♦ VII.B.3 Child discusses the roles and responsibilities of community workers. VII.C.1 Child identifies and creates common features in her immediate environment.</p>	<p>Language Arts</p> <p>Ongoing Assessment: Use the “Match Up” extension activity highlighted in the orange box at the bottom of p. 136 of the Theme 3 Teacher Guide to assess PK Guideline III.C.1. Use a variety of letters, not just letters A-G. Refer to Item 6 on the 3rd Nine Weeks Assessment Rubrics for more information. Extend the activity by assessing children’s familiarity with letter sounds (PK Guideline III.C.3). Go a step further and have the children think of a word that begins with the same sound as a given pair of words (PK Guideline III.B.7). See the Phonological Awareness task at the top of p. 3 of the Assessment Rubrics for suggestions on how to assess this skill.</p> <p>Work Sample: Use the Shared/Independent Writing activity (Circle Time #3) on p. 128 as a springboard for gathering student samples that show evidence of children’s progress related to PK Guideline IV.D.1.</p> <p>Mathematics</p> <p>Ongoing Assessment: Use the scale specified on p. 6 of the 3rd Nine Weeks Assessment Rubrics as you observe the children count distances (PK Guideline V.A.5) between each landmark on the Math Mat 10 grid. (Refer to the “Comparing Distances” activity on p. 116 of the Theme 3 Teacher Guide.)</p> <p>Science</p> <p>Questioning: <i>What happens if you unplug the lamp? Why did it turn off?</i> (PK Guideline VI.A.4)</p> <p>Social Studies</p> <p>Ongoing Assessment: Use the Big Wall Chart 3 from Scholastic to assess PK Guideline VII.B.3. Refer to the bottom of p. 9 of the 3rd Nine Weeks Assessment Rubrics for more information.</p>	<p>Language Arts</p> <ul style="list-style-type: none"> The introductory lesson (Circle Time #1, “People We Meet”, p. 88 in the Theme 3 Teacher Guide), provides a springboard for introducing vocabulary words related to Community Workers (PK Guideline VII.B.3). During the lesson, the children have the opportunity to act out the roles and jobs that each community worker does. Observe the children as they engage in the pretend and learn center. Make note if the learning modeled in the lesson—using polite words, such as thank you, you’re welcome (PK Guideline II.B.4) and job related vocabulary (PK Guideline II.D.6)—carries over into the children’s pretend play scenarios. The children will directly address Language Arts PK Guideline II.D.5 and Mathematics V.E.1 as they discuss and classify different types of jobs during the Shared writing session outlined in the “Our Jobs Sentences” activity on p. 128 of the Theme 3 Teacher Guide. Make a chart with columns divided into the following categories: “making” jobs, “healing” jobs, and “exploring” jobs. Vocabulary: <i>alarm, discover, echoing, explore, gear, heal, work</i> <p>Mathematics</p> <ul style="list-style-type: none"> During Week 2, the children will continue to demonstrate and explore location concepts related to maps and grids (PK Guideline V.C.3). Similar to the work accomplished in the previous week, the children compare and measure distances between locations (Mathematics PK Guideline V.D.1 and Social Studies VII.C.1). However, they begin to extend this learning by counting discrete units (See the concept addressed in PK Guideline V.A.5) between two locations as measured on a 4x5 square grid. Allow the children to use connecting cubes to measure and compare longer/ shorter routes to various landmarks—e.g., from the tree to the stop sign. Vocabulary: <i>closer, shorter, farther, longer, distance, grid</i> <p>Science</p> <ul style="list-style-type: none"> During the “Lights On and Off” activity outlined on p. 114 of the Theme 3 Teacher Guide, the children will discuss energy concepts related to PK Guideline VI.A.4. Extend the activity to address safety precautions when handling electrical objects (PK Guideline VI.D.1). Also, as you discuss how some electrical appliances move, you will address the force and motion concepts specified in PK Guideline VI.A.2 Vocabulary: <i>electricity, on, off, energy, safety, move</i> <p>Social Studies</p> <ul style="list-style-type: none"> The “Classroom Responsibility” activity outlined on p. 104 of the Theme 3 Teacher Guide encourages the children to discuss how they can help out by performing useful jobs in the classroom (PK Guideline I.C.2) Support the children in initiating social interactions (PK Guideline I.C.3) as they act out the roles of various community workers in the “Have We Met” activity referenced at the bottom of p. 88 of the Theme 3 Teacher Guide. Use icons (e.g., a moon for nighttime) when introducing the time concepts (PK Guideline VII.A.3) introduced in the book, <i>A Good Night Walk</i>. Vocabulary: <i>doctor, mail carrier, responsibility, job, cooperate</i>
<p>Differentiated Instruction</p> <p>Make two alternative color paths (one red for the shorter distance, and a blue path for the longer distance) on the Math Mat 4x5 grid in order to more explicitly highlight the linear trajectory from one landmark to the destination endpoint. Without this anchor of support, the child might move diagonally from point to point. Make a larger grid on poster board to challenge children who can count up to a higher number.</p>	<p>English Language Learners</p> <p>To address Mathematics PK Guideline V.C.3, provide opportunities throughout the day for students to physically act out position words (<i>under, on, beside, in, etc</i>) with their own bodies as well as with toys. This instructional strategy, referred to in ESL as <i>Total Physical Response</i>, is especially effective for teaching non-English speakers English vocabulary.</p>	

Weekly Pre-K Guideline Focal Points	Assessment	Clarifying Activities for Intentional, Purposeful, & Focused Instruction
<p><u>Language and Communication Domain</u> II.E.3 Child uses sentences with more than one phrase. II.E.4 Child combines more than one idea using complete sentences. ◆ II.E.5 Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.</p> <p><u>Emergent Literacy—Reading Domain</u> III.A.3 Child asks to be read to or asks the meaning of written text. ◆ III.B.7 Child can produce a word that begins with the same sound as a given pair of words. ◆ III.C.1 Child names at least 20 upper and at least 20 lower case letters. ◆ III.C.3 Child produces the correct sounds for at least 10 letters. III.D.3 Child asks and answers appropriate questions about the book.</p> <p><u>Emergent Literacy—Writing Domain</u> IV.C.1 Child uses some appropriate writing conventions when writing or giving dictation</p> <p><u>Mathematics Domain</u> ◆ V.A.5 Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted. V.C.3 Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.) V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. ◆ V.E.3 Child recognizes and creates patterns.</p> <p><u>Science Domain</u> VI.A.2 Child investigates and describes the position and motion of objects. VI.A.4 Child investigates and describes sources of energy, including light, heat, and electricity VI.D.1 Child practices good habits of personal safety.</p> <p><u>Social Studies Domain</u> I.C.2 Child assumes various roles and responsibilities as part of a classroom community. ◆ VII.B.3 Child discusses the roles and responsibilities of community workers. VII.D.3 Child engages in voting as a method for group decision-making.</p>	<p><u>Language Arts</u> Ongoing Assessment:</p> <ul style="list-style-type: none"> To assess PK Guideline II.E.5, set up the dramatic play area with props to resemble an airport, train station, the inside of a school bus, etc. As children pretend, observe if they use the vocabulary they learn throughout the theme. Refer to p. 1, Item # 2 and p. 2 Item # 4 of the 3rd Nine Weeks Assessment Rubric for criteria related to sentence structure and conversational skills. Continue to assess PK Guidelines III.B.7, III.C.1, and III.C.3. Using the book <i>ABC drive</i>, have the children think of other things they might see that begin with various letters as they drive around town. <p><u>Mathematics</u> Ongoing Assessment: Monitor the children as they use Math Mat 11 during the “Create Action Patterns” activity referenced on p. 204 of the Theme 3 Teacher Guide. Refer to the scoring scale for PK Guideline V.E.1 outlined at the bottom of p. 8 of the 3rd Nine Weeks Assessment Rubric as you observe.</p> <p><u>Science</u> Questioning: <i>What are ways to stay safe while riding a bus? Why? (PK Guideline VI.D.1)</i></p> <p><u>Social Studies</u> Questioning: <i>How does a police officer help guide traffic? (PK Guideline VII.B.3)</i> <i>What are you responsible for doing when you cross the street? (PK Guideline I.C.2)</i></p>	<p><u>Language Arts</u></p> <ul style="list-style-type: none"> Keep in mind that some children may not have the opportunity to travel outside of their neighborhoods. To accommodate these differences (and to also address the vocabulary and syntax skills described in PK Guidelines II.E.3, E. II.4, and II.E.1), allow students to share places where they might travel that are closer to their home, such as to the grocery or video store, a restaurant. Ask: <i>How did you get there? What vehicle did you use?</i> As you conduct the first read through the book, <i>I’m Your Bus</i>, concentrate on helping the children to distinguish between events that are real and make-believe as presented in that book and others are/ are not like it. (See PK Guidelines III.A.3 and III.D.3). Follow up the Story Time activity on p. 156 of the Theme 3 Teacher Guide by leading a discussion that guides the children to see the relationships between formal vocabulary words like <i>fiction</i> and <i>non-fiction</i> and the terms <i>real</i> and <i>make believe</i>. <p>Vocabulary: <i>squelch, linger, ribbons, scoops, swoosh, whir</i></p> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> During the Create Patterns activity on p. 182 of the Theme 3 Teacher Guide, the children make movement patters that replicate the motions indicated on a traffic light—e.g., green=go, yellow=slow, and red=stop. Extend the activity by distributing one red, yellow, and green connecting cube per child. Have each child make a stop light—green on the bottom, yellow in the middle, and red on top, emphasizing the position words (PK Guideline V.C.3). Then, model how to connect each red, yellow, and green unit together as way an efficient strategy for create an ABC pattern (PK Guideline V.E.3). Bring attention to the core of the pattern by calling on each child to break apart his/ her respective red/ yellow/ green unit. As the children read <i>Carlo Likes Counting</i>, they will practice counting out small collections of objects (PK Guideline V.A.5) located around the room. <p>Vocabulary: <i>pattern, repeat, pattern core, bottom, middle, top</i></p> <p><u>Science</u></p> <ul style="list-style-type: none"> Integrate Science PK Guideline VI.A.2 (force and motion) with Math PK Guideline V.E.1 (sorting by having the children classify vehicles by the different ways they move—by air (hot air balloon), by foot (bicycle), by motor (propeller), by water (row boat), or by steam (train). Discuss how steam and wind can be converted into energy (PK Guideline VI.A.4). <p>Vocabulary: <i>motion, position, speed, energy, motor, propeller</i></p> <p><u>Social Studies</u></p> <ul style="list-style-type: none"> Allow the children to vote (PK Guideline VII.D.3) on which vehicle they think is the best form of transportation for taking the class on a field trip. <p>Vocabulary: <i>driver, safety, passenger, travel, vehicle, traffic</i></p>
<p>Differentiated Instruction</p> <p>When assessing PK Guideline II.E.4, and II.E.5 keep in mind that although a child might be able to speak in complete, coherent sentences (sometimes almost incessantly), he/ she may not be able to respond to <i>where</i>, <i>when</i>, <i>who</i>, and <i>why</i> questions. For example, a child who says that he/ she bought a teddy bear at the toy store may not necessarily be able to answer the question, “<i>Who did you go with to the store?</i>” If so, the child might have processing difficulties. To assist these children, accompany your <i>why</i>, <i>where</i>, and <i>who</i> questions with prompts and choices—e.g. “<i>Did you go to the store with your mother or your grandmother?</i>” Remember, however, that in order to be able to score a 2 or above on the 3rd Nine Weeks Assessment Rubric (p. 1), the child must be able to express his/ her ideas independently.</p>	<p>English Language Learners</p> <p>The “<i>Dig, Dig, Dig All Day</i>” activity described at the bottom of p. 178 of the Theme 3 Teacher Guide encourages the children to use their bodies to demonstrate the meanings of various action words—e.g., <i>pulling, lifting, scooping, etc.</i> This ELL strategy (Total Physical Response) can also be incorporated into other theme related songs/ chants, such as <i>The Wheels on the Bus</i>, which is not referenced in the Scholastic resource. These kinesthetic experiences allow the English Language Learner to map her new vocabulary on to coherent, complex sentence structures that repeat in a predictable manner. If you are not familiar with the lyrics to <i>The Wheels on the Bus</i>, visit the KIDiddles website: PreK_3rd_9wks_CRM_1112.doc.docx. When you click on the link, you will go directly to the page with the lyrics. There is also a button on which you can click that will play the tune.</p>	

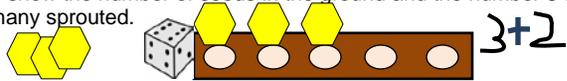
Weekly Pre-K Guideline Focal Points	Assessment	Clarifying Activities for Intentional, Purposeful, & Focused Instruction
<p>Language and Communication Domain</p> <p>◆ II.B.1 Child is able to use language for different purposes. ◆ II.B.4 Child demonstrates knowledge of conversational rules.</p> <p>Emergent Literacy—Reading Domain</p> <p>III.A.1 Child engages in pre-reading and reading-related activities (e.g.—going left to right, understanding that print carries a message by recognizing labels, signs, and other print forms in the environment). ◆ III.D.3 Child asks and answers appropriate questions about the book. (e.g., identifies characters and predicts events, plot, and the resolution of the story.)</p> <p>Emergent Literacy—Writing Domain</p> <p>◆ IV.A.1 Child intentionally uses scribbles/ writing to convey meaning ◆ IV.B.2 Child independently writes own name (first name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.</p> <p>Mathematics Domain</p> <p>◆ V.A.5 Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted. V.A.7 Child uses the verbal ordinal terms. ◆ V.B.1 Child uses concrete models or makes a verbal word problem for adding up to 5 objects. ◆ V.A.9 Child recognizes one-digit numerals, 0-9. V.D.2 Child recognizes how much can be placed within an object. V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p> <p>Science Domain</p> <p>VI.A.1 Child describes, observes, and investigates properties and characteristics of common objects. ◆ VI.A.3 Child uses simple measuring devices to learn about objects. VI.C.1 Child identifies, compares, discusses earth materials, and their properties and uses. VI.C.4 Child demonstrates the importance of caring for our environment and our planet. VI.D.2 Child practices good habits of personal health and hygiene.</p> <p>Social Studies Domain</p> <p>I.C.2 Child assumes various roles and responsibilities as part of a classroom community. VI.C.1 Child identifies and creates common features in her immediate environment.</p>	<p>Language Arts</p> <p>Ongoing Assessment: After the third reading of the <u>Clean Up Surprise</u>, interview each child to see if he/ she can retell the story. Refer the criteria/ scale outlined in Item # 3 at the top of the 3rd Nine Weeks Report Card Rubric for information on how to assess progress in relation to PK Guideline III.D.3. Use the information you gather from this one-on-one assessment to determine the child's score for Item #1 (PK Guideline II.B.1) at the top of p. 1 of the rubric document.</p> <p>Work Sample: Review samples from the "Love Our Earth Bulletin Board" activity referenced on p. 260 of the Theme 3 Teacher Guide. Look for evidence of children's letter-sound correspondence (PK Guideline III.C.3), letter formation (PK Guideline IV.A.1), and progress with name writing (PK Guideline IV.B.2) as outlined in Items #7 (p. 3), #8, (p.4), and #10 (p. 4) of the 3rd Nine Weeks Assessment Rubrics.</p> <p>Mathematics</p> <p>Ongoing Assessment: As the children count and collect items to be recycled, assess their progress with counting (PK Guideline V.A.5), producing sets (PK Guideline V.B.1), and numeral recognition (PK Guideline V.A.9) as specified in Items #1, 2, 3 (respectively) on the 3rd Nine Weeks Assessment Rubrics.</p> <p>Science</p> <p>Informal Assessment: Allow the children to use a magnet (PK Guideline VI.A.3) to sort trash from the recycling bin that is metallic/ not metallic.</p> <p>Social Studies</p> <p>Questioning: <i>How does recycling help the community?</i> (PK Guideline I.C.2)</p>	<p>Language Arts</p> <ul style="list-style-type: none"> Print the lyrics to the "Clean Up Surprise" song (see the bottom of p. 222 in the Theme 3 Teacher Guide) on chart paper or sentence strips. Display the song on the wall or on a pocket chart for the children to point to and recite (PK Guideline III.A.1) as they read around the room at center time. Print each of the 5 verses in a different color and copy and paste supporting pictures from the book so that children can more easily distinguish among each one. <p>Vocabulary: <i>splashing, sulked, spied, retell, solution, problem</i></p> <p>Mathematics</p> <ul style="list-style-type: none"> Convert 10 paper cups into pretend trash cans. Label the cups with numerals 0-9. Have the children wad up tissue paper and count that many pieces into each paper cup trash can. Allow children who are unable to read numerals (PK Guideline V.A.9) to refer to a number line in order to check their counting (PK Guideline V.A.5).  <ul style="list-style-type: none"> Extend the "First, Second, Third" activity described on p. 248 of the Theme 3 Teacher Guide by having the children arrange the paper cup trash cans in numerical order. Prompt the children to use ordinal terms (PK Guideline V.A.7) to describe the sequence of numbers. Ask: <i>Which trash can comes first, second, etc.?</i> <p>Vocabulary: <i>first, second, third, fourth, fifth, set, count</i></p> <p>Science</p> <ul style="list-style-type: none"> Take the children on a walk around the school grounds to gather and clean up trash (PK Guideline VI.C.4). Consider distributing disposable gloves to each child so as to ensure that the children practice proper hygiene (PK Guideline VI.D.2). Integrate Math PK Guideline V.E.1 by allowing the children to sort trash by property (PK Guidelines VI.A.1 and VI.C.4)—<i>paper, metal, plastic, etc.</i> Demonstrate recycling by cleaning discarded plastic containers and placing them in the water table for the children to practice filling and measuring capacity (Mathematics PK Guideline V.D.2) <p>Vocabulary: <i>plastic, metal, paper, properties, environment</i></p> <p>Social Studies</p> <ul style="list-style-type: none"> As you introduce the Big Wall Chart 3, "Our Community" during the introductory lesson outlined on p.220 of the Theme 3 Teacher Guide, engage the children in a conversation about where all of the trash people place in trash cans might go (PK Guideline VI.C.1). Show the children a picture of a garbage dump and emphasize how recycling can help to prevent further build up of discarded, environmentally hazardous/ toxic materials (Science PK Guideline VI.C.4). <p>Vocabulary: <i>environment, community, garbage dump, toxic</i></p>
<p>Differentiated Instruction</p> <p>As you are assessing PK Guideline III.D.3 (refer to the On-Going Assessment activity outlined in the above), allow the children who are unable to retell the sequence of events in the book, <u>Clean Up Surprise</u>, to refer to the song they learned during the "Retell the Story with a Song" activity referenced at on p. 222 of the Theme 3 Teacher Guide. Singing the song might help certain children to recall the sequence of events—going to the playground, gathering the trash, recycling the trash by turning it into materials for an art project—as outlined in the book. Think of the song as an anchor of support for the children who are unable to retell the story.</p>	<p>English Language Learners</p> <p>The "English Language Development" excerpt (the purple bubble icon) on p. 236 of the Theme 3 Teacher Guide provides a useful suggestion for how to present the story words, problem and solution—in a meaningful way. In addition to that suggestion, create a chart divided into two columns—one column labeled "problem," and the other labeled "solution." Next to each label place pictorial icon to represent each term—e.g., a sad face ☹ for problem, and a happy face 😊 for the word solution.</p>	

Weekly Pre-K Guideline Focal Points	Assessment	Clarifying Activities for Intentional, Purposeful, & Focused Instruction			
<p><u>Language and Communication Domain</u></p> <ul style="list-style-type: none"> ◆ II.B.1 Child is able to use language for different purposes. II.B.4 Child demonstrates knowledge of conversational rules. II.D.1 Child uses a wide variety of words to label and describe people, places, things, and actions. ◆ II.E.4 Child combines sentences that give lots of detail, sticks to topic, and clearly communicates intended meaning. II.E.7 Child attempts to use new vocabulary and grammar in speech (ELL). <p><u>Emergent Literacy—Reading Domain</u></p> <ul style="list-style-type: none"> III.B.6 Child can produce a word that rhymes with a given word. III.D.3 Child uses books and other written materials to engage in pre-reading behaviors (e.g., <i>book handling and orientation</i>). <p><u>Emergent Literacy—Writing Domain</u></p> <ul style="list-style-type: none"> ◆ IV.A.1 Child independently uses letters or symbols to make words or parts of words. ◆ IV.B.2 Child independently writes own name (first name, or frequent nickname), not necessarily with full correct spelling or well-formed letters. <p><u>Mathematics Domain</u></p> <ul style="list-style-type: none"> ◆ V.A.5 Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted. ◆ V.A.9 Child recognizes one-digit numerals, 0-9. ◆ V.B.1 Child uses concrete models or makes a verbal word problem for adding up to 5 objects. V.C.1 Child names common shapes. ◆ V.E.3 Child recognizes and creates patterns. <p><u>Science Domain</u></p> <ul style="list-style-type: none"> VI.A.1 Child describes, observes, and investigates properties and characteristics of common objects. ◆ VI.A.3 Child uses simple measuring devices to learn about objects. VI.C.1 Child identifies, compares, discusses earth materials, and their properties and uses. <p><u>Social Studies Domain</u></p> <ul style="list-style-type: none"> I.C.4 Child increasingly interacts and communicates with peers to initiate pretend scenarios that share a common plan and goal. VII.C.1 Child identifies similarities among people like himself and classmates as well as among himself and people from other cultures. 	<p><u>Language Arts</u></p> <p>Ongoing Assessment: Make anecdotal notes to document how well students listen to each other and engage in conversations (PK Guidelines II.B.1 and II.D.1) as they act out any one of the pretend play scenarios they decide to initiate from the “Imaginary Trip” activity referenced on p. 22 of the Theme 5 Teacher Guide. Use the documentation to as supporting evidence for Items #1 and #2 on p. 1 of the 3rd Nine Weeks Rubrics.</p> <p><u>Mathematics</u></p> <p>Work Sample: Allow the children to make border patterns with shape cutouts around the perimeter of the shape sponge painting pictures they create during the “Sponge Print Shapes” activity on p. 36 of the Theme 5 Teacher Guide. Make note of the children’s progress with creating patterns as specified in the scale for PK Guideline V.E.3 located at the bottom of p. 8 of the 3rd Nine Weeks Report Card Rubrics. Look for evidence of shape recognition (PK Guideline V.C.1) as well.</p> <p><u>Science</u></p> <p>Informal Assessment: Observe children as they complete the station experiments referenced from the “<i>Create and Experiment</i>” activity on p. 63 of the Theme 5 Teacher Guide. Consult the scale at the top of p. 9 of the 3rd Nine Weeks Rubrics to determine the children’s progress related to PK Guideline VI.A.3</p> <p><u>Social Studies</u></p> <p>Questioning: <i>What types of traditions does your family celebrate?</i> (PK Guideline VII.C.1)</p>	<p><u>Language Arts</u></p> <ul style="list-style-type: none"> • Adapt the “Box Creations” activity referenced at the bottom of p. 24 of the Theme 5 Teacher Guide to accommodate the Valentine’s Day holiday celebration. Instead of having the children use their imagination to think of alternative uses for a box, allow them to think about how to transform an ordinary heart shape cutout into a Valentine for a special friend. Assist the children in developing and following through with their plans (PK Guideline I.C.4). Extend the activity by setting up a card shop in the pretend and learn center or at the writing center. Place a class roster with each classmate’s name in the center so that children can practice writing messages (PK Guideline IV.A.1) and addressing letters to particular friends. Remind the children to write their own names (PK Guideline IV.B.2) on the cards so that the recipient knows who sent the Valentine. <p>Vocabulary: <i>create, imagination, pretend, visualize</i></p> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • After introducing, <u>Ten Black Dots</u>, place dot stickers, markers, and paper in the math center for the children to use to make their own counting books for numbers 1-10. Model how to use one sheet of paper for each number. Then, remind the children to place as many dots as indicated by the numeral written on the page. Encourage children who are unable to read numerals (PK Guideline V.A.9) to refer to a number chart or a set of number cards that show how many are in a set of 1-10. Have the children count the number of items represented by each numeral on the chart (PK Guideline V.A.5) and then make a dot picture on a sheet of paper that matches that referent set. When children finish making a separate page for each number discuss how to compile and sequence the pages into one book (See Emergent Reading Guideline III.D.3). <p>Vocabulary: <i>pattern, numerals, quantity, shapes</i></p> <p><u>Science</u></p> <ul style="list-style-type: none"> • Post Science Poster 9, “<i>Let’s Investigate</i>,” which is introduced during the Imagine and Explore Lesson on p. 62 of the Theme 5 Teacher Guide, at the science center so that the children can refer to it as they use tools to explore the properties of various man-made and earth materials (PK Guideline VI.C.1), and as they conduct their experiments with the inclines (PK Guideline VI.A.1). Use the poster as an anchor of support. <p>Vocabulary: <i>incline, roll, observe, magnifier, properties</i></p> <p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Use a Venn diagram to compare and contrast clothing and jewelry from different cultures as specified in the “Creative Traditions” lesson on p. 46 of the Theme 5 Teacher Guide. (PK Guideline VII.C.1) <p>Vocabulary: <i>cultures, tradition, plan, share, alike, different</i></p>			
<p><u>Differentiated Instruction</u></p> <p>For children who continue to struggle with rhyming (PK Guideline III.B.6) introduce numerous recitals of songs, finger plays, poems, and nursery rhymes that illustrate rhyming. Go to the following website to download the verses to famous nursery rhymes http://www.zelo.com/family/nursery/baabaas.asp After numerous recitations and shared readings of rhyming verses and chants, pair children with a partner. Be sure to match a more advanced student with friend who is still learning to identify rhyming words. Have the pairs recite the chant to each other and then identify all of the words that rhyme in the verses they just read.</p>	<p><u>English Language Learners</u></p> <p>The “Think, Turn, and Talk” routine that is included in the “Focus on Making a Plan” activity on p. 34 of the Theme 5 Teacher Guide is a powerful strategy for allowing English Language Learners to practice expressing their ideas using newly acquired vocabulary (See PK Guidelines II.D.1, II.E.4, and II.E.7). However, children at the Preproduction and Early Production stages of acquisition will need additional support, such as pairing them with a more capable English fluent partner. It is also important to model this process so that the children can visualize each step in the “Think, Pair, Share” process. Consider creating an anchor chart that has pictures illustrating each step:</p> <div style="text-align: center;"> <p>Anchor Chart →</p> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Think </td> <td style="padding: 5px;">Turn </td> <td style="padding: 5px;">Talk </td> </tr> </table> </div>		Think	Turn	Talk
Think	Turn	Talk			

Weekly Pre-K Guideline Focal Points	Assessment	Clarifying Activities for Intentional, Purposeful, & Focused Instruction
<p>Language and Communication Domain</p> <ul style="list-style-type: none"> ◆ II.B.1 Child is able to use language for different purposes. II.B.6 Child matches language to social contexts. II.D.5 Child uses category labels to understand how the words/objects relate to each other. II.E.1 Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. <p>Emergent Literacy—Reading Domain</p> <ul style="list-style-type: none"> ◆ III.C.1 Child names at least 20 upper and at least 20 lower case letters. ◆ III.D.3 Child asks and answers appropriate questions about the book. (e.g., <i>identifies characters and predicts events, plot, and the resolution of the story.</i>) <p>Emergent Literacy—Writing Domain</p> <ul style="list-style-type: none"> ◆ IV.A.1 Child intentionally uses scribbles/writing to convey meaning. <p>Mathematics Domain</p> <ul style="list-style-type: none"> V.C.1 Child names common shapes. V.C.2 Child creates shapes. ◆ V.D.1 Child recognizes and compares heights or lengths of people or objects. V.D.2 Child recognizes how much can be placed within an object. V.D.3 Child informally recognizes and compares weights of objects or people. V.D.4 Child uses language to describe concepts associated with the passing of time. ◆ V.E.3 Child recognizes and creates patterns. V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. <p>Science Domain</p> <ul style="list-style-type: none"> VI.A.2 Child investigates and describes position and motion of objects. ◆ VI.A.3 Child uses simple measuring devices to learn about objects. VI.C.1 Child identifies, compares, discusses earth materials, and their properties and uses. <p>Social Studies Domain</p> <ul style="list-style-type: none"> I.B.3.b Child remains focused on engaging group activities for about 20 minutes at a time. I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. ◆ VII.B.3 Child discusses the roles and responsibilities of community workers. 	<p>Language Arts</p> <p>Ongoing Assessment: The “<i>Harold’s New Adventures</i>” lesson on p. 126 of the Theme 5 Teacher Guide provides a variety of activity suggestions related to <u>Harold’s Purple Crayon</u> that are appropriate for assessing PK Guideline III.D.3. Allow the children to draw and write their own stories/ books using a purple crayon or any color of their choice. Gather student samples to assess progress in relation to PK Guidelines II.B.1 and IV.A.1. Consult Item #1 (p.1), Item # 3 (p. 2), and Item # 9 (p. 4) of the 3rd Nine Weeks Assessment Rubrics.</p> <p>Mathematics</p> <p>Questioning: (PK Guideline V.E.3)</p> <ul style="list-style-type: none"> • <i>What part of the pattern repeats?</i> • <i>How do you know this is a pattern?</i> • <i>What part of the pattern always changes? What part stays the same?</i> <p>Science</p> <p>Ongoing Assessment: The “<i>Test and Observe</i>” activity on p. 100 of the Theme 5 Teacher Guide offers suggestions for setting up stations where the children can carry out experiments with tools (PK Guideline VI.A.3) that help them to investigate the properties and uses of various materials (PK Guideline VI.C.1) Refer to the top of p. 9 of the 3rd Nine Weeks Assessment Rubrics for specification on what you should observe.</p> <p>Social Studies</p> <p>Ongoing Assessment: Display pictures of community workers. Have the children match or discuss what tools each person needs to do his/her job. Refer to the scale measuring levels of understanding related to PK Guideline VII.B.3 located the bottom of p. 9 of the 3rd Nine Weeks Assessment Rubric.</p>	<p>Language Arts</p> <ul style="list-style-type: none"> • As you introduce the “<i>Tools We Use</i>” activity on p. 88 of the Theme 5 Teacher Guide, use category labels—e.g., construction tools, school tools, art tools, kitchen tools, etc.—to classify and describe how various tools relate to each other (PK Guideline II.D.5 and Math PK Guideline V.E.1). Pose questions that lead the children to construct these relationships: “<i>Where would you find/ use this tool?</i>” <i>Is there a word we could use that would describe how all of these tools are alike/ go together?</i>” • After sharing the book, <u>Alphabet under Construction</u>, introduced during the Story Time activity on p. 136 of the Theme 5 Teacher Guide, place a variety of art materials—tongue depressors, noodles, Wikki Stix®, etc.—in the ABC center that the children can use to manipulate and construct various letters of the alphabet (PK Guideline III.C.1). <p>Vocabulary: <i>retell, problem, solution, category, classify</i></p> <p>Mathematics</p> <ul style="list-style-type: none"> • The “<i>Purple Patterns</i>” activity outlined on p. 116 of the Theme 5 Teacher Guide is mostly a review of what children have learned about patterns throughout the year. Add more rigor and interest to the activity by introducing more complex patters, such as AAB or ABC. (PK Guideline V.E.3) Make the lesson more engaging by highlighting and comparing the ridges on a screw or bolt to the indentations on a key. Ask: <i>Which one follows a pattern? How do you know?</i> Integrate force and motion (PK Guideline VI.A.2) by discussing how the ridges on the screw help it to turn and anchor more easily into a piece of wood. • After conducting the second reading of <u>The Shape of Things</u>, place straws, tongue depressors, and pipe cleaners in the math center for the children to use to make various shapes. (PK Guidelines V.C.1 and V.C.2) <p>Vocabulary: <i>next, pattern, pattern core, shape, repeat, change</i></p> <p>Science</p> <ul style="list-style-type: none"> • Place a variety of measuring tools in the science center—a ruler, a balance scale, a clock, a measuring cup, a sand timer, etc. Integrate mathematical thinking/ language by discussing what attributes each tool measures—e.g., a ruler measures length/ height (PK Guideline V.D.1), a balance scale tells how heavy an object is (PK Guideline V.D.3), a measuring cup helps to determine how much to fill a container (PK Guideline V.D.2), and a clock tells how long an activity lasts (PK Guideline V.D.4) <p>Vocabulary: <i>experiment, balance, scale, measure, observe</i></p> <p>Social Studies</p> <ul style="list-style-type: none"> • Add tools (plastic hammer, stethoscope, etc.) and community worker dress-up props (hard hats, lab coat, tool belt, etc.) to the pretend and learn center. Assist children in developing a play scenario (PK Guideline I.C.4) so that they develop stamina and self-regulation (PK Guideline I.B.3.b). <p>Vocabulary: <i>tools, technology, computer, telephone</i></p>
<p>Differentiated Instruction</p> <p>Use the sentence frames that are described in the <i>Write Together</i> section of the Story Time lesson on p. 126 of the Theme 5 Teacher Guide to help children visualize the structure/ pattern of the story, <u>Harold’s Purple Crayon</u>. These frames (e.g., <i>Harold wanted to _____, so he drew a _____</i>) reduce the amount of cognitive effort the child has to expend on constructing a sentence, thus allowing her/him to focus full attention on retelling details pertaining to the problem Harold encountered and how he used his imagination to resolve it. Then, as you fill in the blanks with the child’s response, encourage him/ her to repeat the sentence so that he/ she can practice the skill referenced in PK Guideline II.E.1.</p>	<p>English Language Learners</p> <p>The “<i>Paper Cup Telephone</i>” activity suggestion at the bottom of p. 112 of the Theme 5 Teacher Guide allows the children to practice conversational skills, such as taking turns, and how to use language appropriate for various social situations—e.g., when to say “<i>Hello</i>” and “<i>Goodbye</i>” (PK Guidelines II.B.2). Assist English Language Learners during this activity by either being the person on the other end of the telephone line or pairing them with a more fluent English speaker. Model conversational starters (e.g., “<i>How are you doing?</i>”) as well as verbal cues for showing polite interest—e.g., “<i>Oh really? That’s interesting!</i>” (PK Guidelines II.B.1)</p>	

Weekly Pre-K Guideline Focal Points	Assessment	Clarifying Activities for Intentional, Purposeful, & Focused Instruction
<p>Language and Communication Domain</p> <p>II.B.4 Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p>II.D.1 Child uses a variety of words to label and describe people, places, things, and actions.</p> <p>Emergent Literacy—Reading Domain</p> <p>III.A.1 Child engages in pre-reading and reading-related activities (e.g., left-to-right progression, return sweep, understanding that letters are different from words, etc.)</p> <p>III.B.6 Child can produce a word that rhymes with a given word.</p> <p>♦ III.C.1 Child names at least 20 uppercase and 20 lower case letters.</p> <p>III.D.3 Child asks and answers appropriate questions about the book.</p> <p>Emergent Literacy—Writing Domain</p> <p>♦ IV.B.1 Child uses letters or symbols to make words or parts of words.</p> <p>Mathematics Domain</p> <p>♦ V.A.5 Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.</p> <p>V.A.6 Child demonstrates understanding that when counting, items can be chosen in any order.</p> <p>V.C.3 Child demonstrates use of location words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”.)</p> <p>V.C.4 Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.</p> <p>♦ V.D.1 Child recognizes and compares heights or lengths of people or objects.</p> <p>Science Domain</p> <p>VI.A.2 Child investigates and describes the position and motion of objects.</p> <p>♦ VI.A.3 Child uses simple measuring devices to learn about objects.</p> <p>VI.C.1 Child identifies, compares, discusses earth materials, and their properties and uses.</p> <p>Social Studies Domain</p> <p>I.C.5 Child initiates problem-solving strategies and seeks adult help when necessary.</p> <p>I.C.4 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p> <p>VII.C.1 Child identifies and creates common features in her immediate environment.</p> <p>VII.D.1 Child identifies flags of the United States and Texas.</p>	<p>Language Arts</p> <p>On-going Assessment: Ask children to name letters (PK Guideline III.C.1) as they are building their names during the “Construction Time” activity described on p. 202 of the Theme 5 Teacher Guide. If children can identify letters in their own name, encourage them to “spell” a friend’s name. Make note of the letters the child can identify for Item # 6 on the 3rd Nine Weeks Assessment Rubric.</p> <p>Work Sample: Take pictures as children make and write labels (PK Guideline IV.B.1) for the structures in their block cities. (See the “Block Structures” activity on p. 158 of the Theme 5 Teacher Guide).</p> <p>Mathematics</p> <p>Questioning:</p> <ul style="list-style-type: none"> How could you make your building shorter/ taller? (PK Guideline V.D.1) How many did you add/take away? (PK Guideline V.A.5) <p>Science</p> <p>Ongoing Assessment: Extend the White Rabbit’s Color Book activity on p. 168 of the Theme 5 Teacher Guide by having children use eyedroppers or paintbrushes to mix primary colors. (PK Guideline VI.A.3) Refer to the top of p. 9 of the 3rd Nine Weeks Assessment Rubric for task performance criteria.</p> <p>Social Studies</p> <p>Work Sample: Extend the “A Walk Around the Classroom” activity on p. 192 of the Theme 5 Teacher Guide by having children collaborate (PK Guideline I.C.4) and work in pairs constructing a map of the classroom or the school building (PK Guideline VII.C.1).</p>	<p>Language Arts</p> <ul style="list-style-type: none"> As Texas Independence Day nears (March 2), introduce the following song sung to the tune of, “B-I-N-G-O.” Display the poem on a chart so that the children can read it (PK Guideline III.A.1) with a pointer during centers and identify the letters that spell Texas (PK Guideline III.C.1) <div data-bbox="1417 324 1837 438" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>There is a state that’s big and great And Texas is its name-o. T-E-X-A-S. T-E-X-A-S. T-E-X-A-S And Texas is its name-o.</p> </div> <ul style="list-style-type: none"> Emphasize rhyming words (PK Guideline III.B.6) found in repetitive verses from The Three Little Pigs. Brainstorm other words that rhyme with huff and puff—e.g., “stuff.” <p>Vocabulary: construct, materials, invention, plan, structure</p> <p>Mathematics</p> <ul style="list-style-type: none"> When you introduce Math Mat 19, “<i>What Can We Build With Blocks</i>,” count the number of blocks in each structure starting from different places—first starting at the bottom around to the top and then vice versa (PK Guideline V.C.3). Stress the last counting word you say so that the children understand that the total stays the same (PK Guideline V.A.6). Encourage children to describe different ways they can move blocks—slide, flip, turn—in order to adjust and make certain pieces fit together within their structures. Emphasize that even though the block’s orientation has changed, its shape remains the same—e.g., “<i>What happens when you stand the pyramid on its square base?</i>” (PK Guideline V.C.4) <p>Vocabulary: slide, rotate, flip, wider, narrow, taller, shorter</p> <p>Science</p> <ul style="list-style-type: none"> The “<i>Rocks, Soil, and Sand</i>” activity described on p. 170 of the Theme 5 Teacher Guide allows the children to discuss the properties of various kinds of earth materials (PK Guideline VI.C.1) and how they might withstand various applications of force—wind, etc. (PK Guideline VI.A.2). For example, ask: “<i>Why did the first little pig’s straw house fall down?</i>” (Language Arts PK Guideline III.D.3). Children then conduct their own experiments using various materials (e.g., stones, sand, etc) to build structures that will withstand the force of wind. <p>Vocabulary: rocks, wood, soil, force, wind, heavy, light, strong</p> <p>Social Studies</p> <ul style="list-style-type: none"> Adapt the “<i>Things We Build</i>” activity on p. 154 of the Theme 5 Teacher Guide by having the children discuss and develop a plan of action (PK Guideline I.C.5) for building a Texas flag (PK Guideline VII.D.1) in preparation for Texas Independence Day. Discuss features of the flag and the materials needed to make it—e.g., a pole, cloth or paper, string, etc. <p>Vocabulary: landmarks, locations, map, Texas, flag</p>
<p>Differentiated Instruction</p> <p>After creating a plan with the class on how to construct a block city (or the Texas flag, as suggested in the <i>Social Studies Clarifying Activity</i>), guide the children who have difficulty following a series of steps and directions (Language Arts PK Guideline II.D.1) by checking in on their progress after each step is completed. Use an anchor chart that shows pictures of children completing and following through on each step.</p>	<p>English Language Learners</p> <p>As the children are working together to build the block city described in the “Block Structures” activity outlined on p. 158 of the Theme 5 Teacher Guide, encourage them to use words—<i>tall, short, skyscraper, bridge, etc.</i>—to name and describe their buildings (PK Guideline II.B.4). Display pictures of specific landmarks and buildings at the block center so that you can support children at various levels of English Language acquisition. For children at the Preproduction stage, ask them to point to pictures that best describe or label the building they are constructing—e.g. <i>Are you building a bridge or a skyscraper?</i> Encourage the child to give a one word response. If the child is functioning at the Early Production stage, have him/her form a complete sentence—e.g., <i>I am making a bridge.</i> Prompt children who are at the Speech Emergence and Intermediate Fluency levels to add more details and descriptive language.</p>	

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<p><u>Language and Communication Domain</u> II.C.1 Child’s speech is understood by both the teacher and other adults in the school.</p> <p><u>Emergent Literacy—Reading Domain</u> III.B.8 Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support. III.D.1 Child retells or reenacts a story after it is read aloud.</p> <p><u>Emergent Literacy—Writing Domain</u> ◆ IV.C.1 Child intentionally uses scribbles/writing to convey meaning.</p> <p><u>Mathematics Domain</u> ◆ V.A.5 Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted. V.C.4 Child slides, flips, and turns shapes to demonstrate that the shapes remain the same. ◆ V.D.1 Child recognizes and compares heights or lengths of people or objects. V.D.2, Child recognizes how much can be placed within an object.</p> <p><u>Science Domain</u> VI.A.2 Child describes, observes, and investigates properties and characteristics of common objects. VI.A.4 Child investigates and describes sources of energy including light, heat, and electricity.</p> <p><u>Social Studies Domain</u> I.D.2 Child demonstrates an understanding that others have perspectives and feelings that are different from her own. VII.D.4 Child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.</p> <p><u>Fine Arts Domain</u> VIII.A.1 Child uses a variety of art materials and activities for sensory experiences and exploration. VIII.A.2 Child uses art as a form of self-expression and representation. VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others. VIII.B.1 Child participates in classroom music activities. VIII.B.2 Child responds to different musical styles through movement and play. VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.</p>	<p><u>Language Arts</u> Work Sample: Collect copies of the children’s still life drawings, which they will complete at the conclusion of the weekly unit (See Friday’s Circle Time lesson on p. 272 of the Theme 5 Teacher Guide). As you review the children’s drawings, make note of their attention to detail (PK Guideline IV.C.1).</p> <p><u>Mathematics</u> Ongoing Assessment: Place a variety of rectangular cutouts measured in exact square inches in the math center and have the children cover each cutout with color tiles or orange pattern block squares. Tell the children to count (PK Guideline V.A.5) the number of tiles they used to cover the rectangle so as to calculate its area measurement (PK Guideline V.D.2).</p> <p><u>Science</u> Informal Assessment: Allow children to use a variety of art materials, such as sand paper, glue, paint, cotton balls, etc., to make a collage (Fine Arts PK Guideline VIII.A.1) Make anecdotal notes of the vocabulary the children use to describe the textures — rough, smooth, sticky, etc.—of the items they use to construct their collages (PK Guideline VI.A.1).</p> <p><u>Social Studies</u> Questioning: After the children complete their still life drawings (See the Language Arts Work Sample in the above), organize a gallery walk in which the children review each others’ work and discuss the different perspectives represented in each depiction of the display of fruit (PK Guideline I.D.2 and Fine Arts PK Guideline VIII.A.3)</p> <ul style="list-style-type: none"> How is <i>[child’s name]</i>’s drawing different from yours? 	<p><u>Language Arts</u></p> <ul style="list-style-type: none"> The “<i>Art All Around</i>” introductory lesson on p. 220 of the Theme 5 Teacher Guide only includes drawing, painting, puppet, shows, music, and dance as forms of art. Be sure, however, to mention acting as another type of artistic expression so that you can integrate Emergent Literacy PK Guideline III.D.3 with Fine Arts Guideline VIII.C.1, both of which recommend allowing children to act out stories. To address both of these guidelines, set up the pretend and learn center like a stage with props from one of the children’s favorite books. Assign children to production crews to create various backdrops depicting the scenes and setting from the story. Guide the children in negotiating who should play the part of each character from the story. Observe the children as they deliver their performance to determine if their speech and enunciation are audible and coherent (PK Guideline II.C.1). <p>Vocabulary: <i>appreciate, acting, drama, art, dance, music</i></p> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> When comparing the rectangles displayed on Math Mat 20 during the Circle Time activity on p. 224 of the Theme 5 Teacher Guide, some children may have difficulty distinguishing between the two-dimensional features of the figures, focusing exclusively on height versus width or vice versa (PK Guideline V.D.1). As a result, these children may mistakenly describe the red rectangle, which stands 2 square inches tall and only 1 square inch wide, as being bigger than the yellow rectangle, which only stands 1 square inch tall but is 4 square inches wide. The children will become aware of this discrepancy after you trace around both figures and orient (PK Guideline V.C.4) the yellow rectangle standing on its 1-inch base so that appears 4-inches tall. Moreover, by counting the number of square units that fit inside each rectangle (PK Guideline V.A.5), the children can see that the red rectangle has fewer tiles, which means it is smaller (in terms of area, PK Guideline V.D.2) than the yellow rectangle. <p>Vocabulary: <i>cover, area, length, width, smaller, bigger</i></p> <p><u>Science</u></p> <ul style="list-style-type: none"> Discuss how sound is produced (PK Guideline VI.A.4) as the children make their musical instruments during the “Classroom Band activity described on p. 220 of the Theme 5 Teacher Guide. Integrate Fine Arts Guideline VIII.B.1 and VIII.B.2 by grouping children in pairs and having them dance/move to the sounds they hear as their partner plays an instrument. <p>Vocabulary: <i>texture, sticky, soft, smooth, rough, sound, loud</i></p> <p><u>Social Studies</u></p> <ul style="list-style-type: none"> Plan a field trip to a museum so that children can view and compare different works of art (Fine Arts PK Guidelines VIII.A.2 and VIII.A.3) from various cultures around the world (PK Guideline VII.D.4). <p>Vocabulary: <i>museum, perspective, native, culture</i></p>
<p>Differentiated Instruction</p> <p>PK Guideline III.B.8 suggests that the teacher should provide visual support for children who have difficulty hearing and distinguishing among individual sounds within a word, particularly when combining an onset (the initial consonant or blend—‘d’) and a rime (vowel to end—e.g., ‘og’) to form a one-syllable word. An example of visual support would be to use snap cubes (as recommended in the Scholastic resource) to represent each individual segment. Combine the two cubes together, saying the word in its entirety (e.g., ‘dog’), and then take them apart as you isolate each sound segment—e.g., ‘d’—‘og’).</p>	<p>English Language Learners</p> <p>When children are performing a play or acting out a scene from a story, such as in the Language Arts clarifying activity described in the above, take time to allow English Language Learners to rehearse their particular part. Record what the child should say on a tape recorder and allow him/ her to listen to it and repeat his/ her lines. Model appropriate elocution, emphasizing the importance in speaking loudly enough so that the audience can hear and understand what is being said, which is the skill suggested in PK Guideline II.C.1.</p>	

Weekly Pre-K Guideline Focal Points	Assessment	Clarifying Activities for Intentional, Purposeful, & Focused Instruction
<p>Language and Communication Domain</p> <p>II.B.4 Child shows understanding by following two-step oral directions and usually follows three-step directions.</p> <p>II.D.1 Child uses a wide variety of words to label people, things, and actions.</p> <p>Emergent Literacy—Reading Domain</p> <p>III.A.1 Child engages in pre-reading and reading-related activities (e.g., left-to-right progression, return sweep, understanding that letters are different from words, etc.)</p> <p>♦ III.C.3 Child produces the correct sounds for at least 10 letters.</p> <p>Emergent Literacy—Writing Domain</p> <p>♦ IV.D.1 Child uses some appropriate writing conventions when writing or giving dictation.</p> <p>***IX.B.1 Child shows control of tasks that require small-muscle strength and control. Physical Development Domain</p> <p>***IX.B.2 Child shows increasing control of tasks that require eye-hand coordination. Physical Development Domain</p> <p>Mathematics Domain</p> <p>♦ V.A. 5 Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.</p> <p>V.A.8 Child verbally identifies, without counting, the number of objects from 1–5.</p> <p>♦ V.A.9 Child recognizes one-digit numerals, 0-9.</p> <p>♦ V.B.1 Child uses concrete models or makes a verbal word problem for adding up to 5 objects.</p> <p>V.E.3 Child recognizes and creates patterns.</p> <p>Science Domain</p> <p>VI.B.1 Child identifies and describes the characteristics of organisms.</p> <p>VI.B.2 Child describes life cycles of organisms.</p> <p>VI.C.3 Child observes and describes what happens during changes in the earth and sky.</p> <p>Social Studies Domain</p> <p>VII.A.3 Child organizes their life around events, time, and routines.</p> <p>VII.B.1 Child demonstrates that all people need food, clothing, and shelter.</p> <p>VII.C.1 Child identifies and creates common features in her immediate environment.</p>	<p>Language Arts</p> <p>Informal Assessment: As you take dictation PK Guideline IV.D.1 for the “How Do Plants Grow” KWL Chart (which you introduce at the launch of the plant unit and revisit later on during “Gardening Experts” activity outlined on p. 80 of the Theme 7 Teacher Guide), observe and listen to each student’s dictation: Check to see whether child adjusts the rate of his/her speech in order to allow you to write down each word/phrase of his/her dictation. For more information, refer to the Item # 9 on p. 4 of the 3rd Nine Weeks Assessment Rubrics.</p> <p>Mathematics</p> <p>Informal Assessment: As children engage in the “How Many Seeds All Together?” activity outlined on p. 72 of the Theme 7 Teacher Guide, observe the counting strategies—counting all or counting on—they use with concrete models to make verbal word problems for adding 5 objects (PK Guideline V.B.1)</p> <p>Science</p> <p>Science Interactive Notebook: Have the children assist in labeling the parts of a plant in the Science Interactive Notebook. Probe children’s awareness of sound-to-letter correspondence (Language Arts Guideline III.C.3) as they share the pen to write letters they know.</p> <p>Social Studies</p> <p>Questioning:</p> <ul style="list-style-type: none"> • PK Guidelines VII.A.3 and VII.C.1: Why do people think of snow during Christmas and flowers during Easter? • PK Guidelines V.E.3 (Math) and VI.C.3 (Science): What weather conditions allow/ help flowers to grow during the spring? 	<p>Language Arts</p> <ul style="list-style-type: none"> • To build fine motor strength (PK Guidelines IX.B.1 and IX.B.2), have the children tear pieces of multi-colored tissue paper into small squares. Next, tell the students to paste the torn pieces of tissue onto a sheet of clear contact paper that has been precut and stuck onto an outline in the shape of an egg, flower, or insect. Display the finished products in a window so that they give the appearance of stained glass art. • Create and post a rebus to illustrate each step of the tissue paper art project. Children will demonstrate their ability to recognize and track print from left to right PK Guideline III.A.1 as they refer to (read) the rebus to complete the activity. <p>Vocabulary: knowledge statement, question (words for KWL)</p> <p>Mathematics</p> <ul style="list-style-type: none"> • Set up counting and adding games in the math center to provide additional practice with the number skills outlined in PK Guidelines V.A.5, V.A.8, and V.B.1. For example, have the children count out 5 seeds onto a brown sheet of construction paper. Then, tell the children to roll a 0-5 dot cube to determine how many of the 5 seeds sprout into flowers. The children can use pattern blocks to make the flowers. Add markers and numeral cards for the children to practice writing numbers (PK Guideline V.A.9) to illustrate their seed stories—e.g., the child would write the number 5 to show the number of seeds in the ground and the number 3 to show how many sprouted.  <p>Vocabulary: add, all together, count, add on, word problem</p> <p>Science</p> <ul style="list-style-type: none"> • Model how to draw a bean plant on a sheet of chart paper or on a blank page inside the <i>Science Interactive Notebook</i>. Identify, label, and discuss the function of each part of the plant (Language Arts PK Guideline II.D.1 and Life Science Guideline VI.B.1)—e.g., the roots take in nutrients from the soil. Encourage daily observation of the life cycle of a plant after the children plant seeds in their own see-through cup (PK Guideline VI.B.2). <p>Vocabulary: plant, seed, roots, leaves, stem, life cycle, grow</p> <p>Social Studies</p> <ul style="list-style-type: none"> • Address PK Guidelines VII.A.3, VII.B.1, and VII.C.1 by discussing the changes in the environment and the climate that occur during spring. Compare spring clothing, weather, and holiday celebrations to their winter counterparts. Discuss likenesses and differences. • For integration of Mathematics PK Guideline V.E.3, discuss the effects of spring weather on the environment—e.g. rain causes flowers to grow. <p>Vocabulary: seasons, spring, cause-and-effect, pattern</p>
<p>Differentiated Instruction</p> <p>Allow students who demonstrate difficulty in performing the fine motor tasks described in the PK Physical Development Guideline IX.B.1 to use materials such as silly putty and play dough, which have optimal plasticity for developing small muscle strength and coordination in the hands and fingers. Likewise, in order to help students improve their eye/ hand coordination PK Guideline IX.B.2, have them place the hand they do not write with on their opposite shoulder while they use the other arm and hand to make large strokes to trace large letters printed on butcher paper. By placing their other hand on the shoulder of the arm they are using to trace the letters, the students are able to consciously register and process each stroke they make.</p>	<p>English Language Learners</p> <p>Use sequencing cards that illustrate each step in the life cycle of a plant. Allow English Language Learners to refer to these cards when they are describing the changes that happen as the seeds they planted during the “Planting Lima Beans” activity on p. 74 of the Theme 7 Teacher Guide begin to grow and sprout (Language Arts PK Guideline II.D.1 and Life Science PK Guideline VI.B.1). Click on the websites below for downloadable sequencing cards that you can print and color:</p> <ul style="list-style-type: none"> • http://www.enchantedlearning.com/subjects/plants/sequencing/sproutingbean/index.shtml • http://www.kellyskindergarten.com/Monthly%20Centers/April/april_centers.htm 	