

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 2)**

<b>Timeline</b>	<b>October 7–November 15, 2013</b>
<b>Language, Vocabulary and Early Literacy</b>	<b>UNIT 2</b>
<b>Competencies:</b> 1. Exhibits developmentally appropriate receptive language  2. Exhibits developmentally appropriate oral language for communication purposes  3. Demonstrates phonological and phonemic awareness  4. Demonstrates an awareness of print  5. Constructs meaning when responding to a story or a picture	<b>Objectives:</b> 1.1 <i>Listens to others with understanding (<b>Ongoing</b>)</i> 1.2 <i>Listens attentively to stories (<b>Ongoing</b>)</i> 1.3 <i>Recognizes environmental sounds</i> 1.4 <i>Listens to music</i> 1.6 <i>Understands and follows simple two or three-step directions (<b>Ongoing</b>)</i>  2.1 <i>Shows an increase in vocabulary by using specialized vocabulary when communicating with others (<b>Ongoing</b>)</i> 2.2 <i>Identifies common objects and interprets pictures</i> 2.3 <i>Uses language to express actions (<b>Ongoing</b>)</i> 2.4 <i>Uses language to communicate information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation (<b>Ongoing</b>)</i> 2.5 <i>Uses language to recall a sequence of events or retell a familiar story (<b>Ongoing</b>)</i> 2.6 <i>Becomes aware of the structure of language; uses simple sentences, new vocabulary, and positional words in proper context. (<b>Introduce</b>)</i>  3.1 <i>Distinguishes words in a sentence (identifies whole words-sentence to word segmentation) (<b>Introduce</b>)</i> 3.2 <i>Begins to recognize rhyming words (<b>Introduce</b>)</i> 3.5 <i>Begins to notice beginning phonemes/sounds (not graphemes/letters) (<b>Introduce</b>)</i> 3.8 <i>Points to words in a text when reading aloud-matching words with print (<b>Ongoing</b>)</i>  4.1 <i>Recognizes local environmental print</i> 4.2 <i>Understands that print conveys meaning (<b>Ongoing</b>)</i> 4.3 <i>Holds a book correctly and begins to understand directionality (<b>Ongoing</b>)</i> 4.4 <i>Recognizes first name in print (<b>Ongoing</b>)</i> 4.5 <i>Begins to recognize letters of the alphabet (<b>Ongoing</b>)</i> 4.6 <i>Attempts writing (scribble/drawing) (<b>Ongoing</b>)</i> 4.8 <i>Begins to develop handwriting skills (<b>Ongoing</b>)</i>  5.1 <i>Shows an interest in books and reading (<b>Ongoing</b>)</i> 5.2 <i>Joins in reading of familiar predictable/pattern books (<b>Ongoing</b>)</i>

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	5.3 Demonstrates understanding of literal meaning of story through questions and comments ( <i><b>Introduce</b></i> ) 5.4 <i>Begins to predict an outcome (<b>Ongoing</b>)</i> 5.6 Begins to differentiate reality from fantasy 5.7 <i>Begins to connect information from a story to life experiences (<b>Ongoing</b>)</i>
<b>Required Teaching Strategies/Student Activities</b> <b>October 7-11, 2013</b> Unit 2/Week 1 (pages 10-41) <b>Morning Warm-Up-</b> Everyday students begin with a song and movement to prepare for learning. <b>Calendar-</b> Everyday students participate in calendar activities that build essential speaking skills. <b>Message Board-</b> Daily questions will be discussed and connected to the weekly concepts. <b>Build Background</b> – Display and discuss the charts. Talk with Me, Sing with Me Chart 6A, 6B. <b>Comprehension</b> – Utilizing the big book <i>Sweet Dreams</i> , the trade book <i>A Rainbow All Around Me</i> , and the <i>Read Aloud Anthology Go Sleep in Your Own Bed</i> , the teacher will introduce and discuss categorizing/classifying, previewing/predicting, and summarizing text. The teacher will guide students to recognize that print represents spoken language and has meaning. The students will identify title page and titles on a page. Review main idea. <b>Letters and Sounds</b> – Utilizing the Song and Rhymes Chart 6 picture cards: ant, apple, bed, boat, cow, dog, duck, goat, goose, hen, log, pen, bear, block, carrot, clock, dime, fox, kite, moon, mail, nose, ox, pig, pillow, rose, spider, ten, wig, and alphabet cards: <u>Tt</u> , <u>Aa</u> , and <u>Mm</u> , the teacher will introduce and have students practice the letter <u>Aa</u> and listen for rhyming words. Review discrimination of sounds in the environment and the letter <u>Tt</u> . <b>Shared Writing-</b> The teacher will model writing to inform, describing using sensory details, evaluating information, and asking new questions. <b>Speaking and Listening-</b> The teacher will introduce and guide students to use appropriate volume for different settings (indoor/outdoor voices).	<b>Required Learning Centers:</b> <b>October 7-11, 2013</b> Unit 2/Week 1 (pages 6-7) <b>Book Corner/Listening Center</b> – Students choose reading materials and recognize familiar books by their cover. <b>*Writing for Week</b> – Students identify where they sleep, copy words from a model, and create their own written texts. <b>Discovery</b> – Students investigate objects, compare and contrast objects, and make judgments based on preferences and experiences. <b>Blocks and Puzzles</b> – Students use materials to construct objects and work to develop fine and gross motor skills. <b>Dramatic Play</b> – Students demonstrate use of appropriate volume as they begin to engage in dramatic play.
	<b>Required Assessments</b>  *Progress Monitoring page TR29
	<b>Intervention/Enrichment</b>  Pages DI.1- DI.5

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<p><b>Required Teaching Strategies/Student Activities</b>  <b>October 14-18, 2013</b>  Unit 2/Week 2 (pages 52-83)  <b>Morning Warm-Up-</b> Everyday students begin with a song and movement to prepare for learning.  <b>Calendar-</b> Everyday students participate in calendar activities that build essential speaking skills.  <b>Message Board-</b> Daily questions will be discussed and connected to the weekly concepts.  <b>Build Background</b> – Display and discuss the charts. Talk with Me, Sing with Me Chart 7A, 7B  <b>Comprehension</b> – Utilizing the trade book <i>What Do You Do With a Tail Like This?</i> The big book <i>Sweet Dreams: How Animals Sleep</i>, and the <i>Read Aloud Anthology</i> <u>Alice the Camel</u>, the teacher will introduce and discuss comparing and contrasting, previewing and predicting, and summarizing text. The teacher will introduce that pictures have meaning. Review categorizing and classifying.  <b>Letters and Sounds</b> – Utilizing the Song and Rhymes Chart 7, and alphabet cards: <u>Ss</u>, <u>Aa</u>, <u>Mm</u>, <u>Tt</u>, and picture cards: dog, duck, elephant, insect, spider, tiger, alligator, ant, moose, mouse, seal, toad, five, juice, puzzle, six, soap, sock, soup, sun, the teacher will introduce, practice the letter Ss and count the words in sentences. Review listening for rhyming words and letter <u>Aa</u>.  <b>Shared Writing-</b> The teacher will model using question marks, recognizing singular and plurals, encourage students to dictate sentences, and write for enjoyment.  <b>Speaking and Listening-</b> The teacher will introduce and provide opportunities for students to listen for important sounds.</p>	<p><b>Required Learning Centers:</b>  <b>October 14-18, 2013</b>  Unit 2/Week 2 (pages 6-7)  <b>Book Corner/Listening Center</b> – Students choose reading materials, recognize books by their covers, and use pictures to gain information.  <b>*Writing for Week</b> – Students identify body parts, label drawing, and create own written text write.  <b>Discovery</b> – Students investigate objects and identify unknown objects by using their sense of touch.  <b>Blocks and Puzzles</b> – Students use materials to construct objects and work to develop fine and gross motor skills.  <b>Dramatic Play</b> – Students recognize different foods and interact with peers as they participate in dramatic play.</p>
	<p><b>Required Assessments</b></p> <p>*Progress Monitoring page TR30</p>
	<p><b>Intervention/Enrichment</b></p> <p>Pages DI.6- DI.10</p>

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<b>Language, Vocabulary and Early Literacy</b>	<b>UNIT 2</b>
<b>Required Teaching Strategies/Student Activities</b> <b>October 21-25, 2013</b> Unit 2/Week 3 (pages 94-125) <b>Morning Warm-Up-</b> Everyday students begin with a song and movement to prepare for learning. <b>Calendar-</b> Everyday students participate in calendar activities that build essential speaking skills. <b>Message Board-</b> Daily questions will be discussed and connected to the weekly concepts. <b>Build Background</b> – Display and discuss the charts. Talk with Me, Sing with Me Chart 8A, 8B. <b>Comprehension</b> – Utilizing the big book <i>Cassie's Word Quilt</i> , <i>Animal ABCs</i> , <i>Bear Wants More</i> , the <i>Read Aloud Anthology Shopping Time</i> , and a small toy house, the teacher will introduce and discuss characters, activate prior knowledge, summarize text, and identify the title page and the title on the title page. Review comparing and contrasting. <b>Letters and Sounds</b> – Utilizing the Song and Rhymes Chart 8, and alphabet card: <u>Pp</u> , <u>Gg</u> , <u>Aa</u> , <u>Mm</u> , <u>Ss</u> , <u>Tt</u> , and picture cards: pail, pen, pig, playground, pocket, pan, pillow, puzzle, apple, moon, sock, table, the teacher will introduce and have students practice the letter <u>Pp</u> , and identify the first, middle and last words in a sentence. Review counting words in a sentence and the letter <u>Aa</u> . <b>Shared Writing</b> – The teacher will model identifying nouns and writing labels. <b>Speaking and Listening</b> – The teacher will introduce and provide opportunities for students to identify similarities, and differences.	<b>Required Learning Centers:</b> <b>October 21-25, 2013</b> Unit 2/Week 3 (pages 90-91) <b>Book Corner/Listening Center</b> – Students choose reading materials, recognize books by their cover, and value print (title) to get information. <b>*Writing for Week</b> – Students identify objects in a familiar setting and create own texts. <b>Discovery</b> – Students compare and contrast colors. <b>Blocks and Puzzles</b> – Students distinguish different shapes. <b>Dramatic Play</b> – Students demonstrate understanding that text has meaning and participate in dramatic play.
	<b>Required Assessments</b>  *Progress Monitoring page TR31
	<b>Intervention/Enrichment</b>  Pages DI.11- DI.15

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Language, Vocabulary and Early Literacy	UNIT 2
<p><b>Required Teaching Strategies/Student Activities</b>  <b>October 28, 2013–November 1, 2013</b>  Unit 2/Week 4 (pages 136-167)  <b>Morning Warm-Up-</b> Everyday students begin with a song and movement to prepare for learning.  <b>Calendar-</b> Everyday students participate in calendar activities that build essential speaking skills.  <b>Message Board-</b> Daily questions will be discussed and connected to the weekly concepts.  <b>Build Background</b> – Display and discuss the charts: Talk with Me, Sing with Me Chart, 9A 9B.  <b>Comprehension</b> – Utilizing the trade book <i>Over in the Meadow</i>, the big books <i>Animal ABCs</i>, <i>Cassie’s Word Quilt</i>, and the <i>Read Aloud Anthology</i> <u>Millie Wants to Play!</u>, the teacher will introduce and discuss setting, previewing and predicting, recalling and retelling, and formulating questions. Review characters in a story.  <b>Letters and Sounds</b> – Utilizing the Song and Rhymes Chart 9, alphabet cards: <u>Cc</u>, <u>Pp</u>, <u>Aa</u>, <u>Mm</u>, <u>Ss</u>, and <u>Tt</u>, picture cards: camel, cat, can, cup, duck, elephant, pig, wig, ant, apple, clock, crab, frog, log, mask, moon, puzzle, sock, soap, tiger, tub, fan, and mug. Select the following items that begin with the letter <u>Cc</u>: cup, clock, can, and circle. The teacher will introduce and have students practice letter <u>Cc</u> and produce rhyming words. Review first, middle, and last words in a sentence and the letter <u>Pp</u>.  <b>Shared Writing</b> – The teacher will model writing a new verse, create a KWL chart about animal homes, and guide students to copy words from a model.  <b>Speaking and Listening</b> – The teacher will introduce and provide opportunities for students to respond to literature, identify verbal and nonverbal messages, play animal charades, and interact with others.</p>	<p><b>Required Learning Centers:</b>  <b>October 28, 2013–November 1, 2013</b>  Unit 2/Week 4 (pages 132-133)  <b>Book Corner/Listening Center</b> – Students select reading materials of their choice.  <b>Writing for Week</b> – Students complete descriptions of pictures, count objects up to five, and copy words from a model.  <b>Discovery</b> – Students compare and contrast objects and take simple measurements.  <b>Blocks and Puzzles</b> – Students count objects and use objects to represent numbers.  <b>Dramatic Play</b> – Students practice counting as they participate in dramatic play.</p> <p><b>Required Assessments</b></p> <p>Progress Monitoring page TR32</p> <p><b>Intervention/Enrichment</b></p> <p>Pages DI.16- DI.20</p>

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<p><b>Required Teaching Strategies/Student Activities</b>  <b>November 4-8, 2013</b>  Unit 2/Week 5 (pages 178-209)  <b>Morning Warm-Up-</b> Everyday students begin with a song and movement to prepare for learning.  <b>Calendar-</b> Everyday students participate in calendar activities that build essential speaking skills.  <b>Message Board-</b> Daily questions will be discussed and connected to the weekly concepts.  <b>Build Background</b> – Display and discuss the charts Talk with Me, Sing with Me Chart 10A, 10B.  <b>Comprehension</b> – Utilizing the trade book <i>What Do You Do With a Tail Like This?</i>, the big book <i>Fishy Tale</i>, and the <i>Read Aloud Anthology Watery World</i>, the teacher will introduce and discuss main idea, activate prior knowledge, and summarize texts. Review story setting.  <b>Letters and Sounds</b> – Utilizing the Song and Rhymes Chart 10, and alphabet cards: <u>Ii</u>, <u>Cc</u>, <u>Gg</u>, <u>Hh</u>, <u>Aa</u>, <u>Ss</u>, and picture cards: igloo, iguana, inch, inchworm, insect, fish, cap, mop, mug, pig, sock, and other cards that begin with <u>Aa</u>, <u>Cc</u>, <u>Gg</u>, <u>Hh</u>, <u>Ii</u>, and <u>Ss</u> to review. The teacher will introduce and have students practice the letter <u>Ii</u>. Introduce, model, and have students practice words and spacing in a sentence. Review letters on a page.  <b>Shared Writing</b> – The teacher will model writing labels, create a KWL chart describing the sea, and write questions and statements. Review capitalization and punctuation.  <b>Speaking and Listening</b> – The teacher will introduce and provide opportunities for students to identify new concepts and develop oral vocabulary.</p>	<p><b>Required Learning Centers:</b>  <b>November 4-8, 2013</b>  Unit 2 /Week 5 (pages 174-175)  <b>Book Corner/Listening Center</b> – Students select reading materials of their choice.  <b>Writing for Week</b> – Students associate words with concrete objects, create own texts and copy words from a model.  <b>Discovery</b> – Students compare and contrast objects.  <b>Blocks and Puzzles</b> – Students use materials to construct objects.  <b>Dramatic Play</b> – Students adapt actions to their environment and participate in dramatic play.</p>
	<p><b>Required Assessments</b>  Progress Monitoring page TR33  *Progress Monitoring page TR29</p>
	<p><b>Intervention/Enrichment</b>    Pages DI.21- DI.25</p>
	<p><b>Intervention/Enrichment:</b>    Pages DI.1- DI.5</p>

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<p><b>Required Teaching Strategies/Student Activities:</b>  <b>November 11-15, 2013</b>  Review Unit 2/Complete Unit Project (pg xxxv)  <b>Morning Warm-Up-</b> Every day students begin with a song and movement to prepare for learning.  <b>Calendar-</b> Every day students participate in calendar activities that build essential speaking skills.  <b>Message Board-</b> Daily questions will be discussed and connected to the weekly concepts.  <b>Build Background</b> – Display and discuss “Talk with Me, Sing with Me Charts” 6-10A, 6-10B.  <b>Comprehension</b> – The teacher will read books about places animals live. The students will compare their homes to the animals’ homes. The teacher will review main idea, categorizing/classifying, comparing/contrasting, characters, and setting of the story.  <b>Letters and Sounds</b> – The students will discuss objects found in the classroom and begin to identify beginning sounds of objects. Review the letters <u>Tt</u>, <u>Aa</u>, and <u>Pp</u>; listen for rhyming words; count words in a sentence, and identify the first, middle, and last words in a sentence.  <b>Shared Writing-</b> Review capitalization and punctuation, guide students to copy words from a model, and identify nouns and write labels.  <b>Speaking and Listening</b> – The teacher will provide opportunities for students to respond to literature, identify verbal and nonverbal messages, and interact with others.</p>	<p><b>Required Learning Centers:</b>  <b>November 11-15, 2013</b>  Review Unit 2  <b>Book Corner/ Listening Center</b> – Students choose reading materials, recognize books by their covers, and use pictures to gain information.  <b>*Writing for Week</b> – The students will draw objects from the classroom and dictate labels to the teacher to write below their drawings.  <b>Discovery</b> – Students will compare and contrast animals and their habitats.  <b>Blocks and Puzzles</b> – The students will construct representations of animal homes.  <b>Dramatic Play</b> – The students will dramatize animal movements.</p>
	<p><b>Required Assessments:</b>  *Review/Progress Monitoring (Common Assessments)</p>
	<p><b>Intervention/Enrichment:</b></p> <p>Review DI.1- DI.25 as needed.</p>
	<p><b>Required Assessments:</b></p> <p>*Progress Monitoring page TR31</p>
	<p><b>Intervention/Enrichment:</b></p> <p>Pages DI.11- DI.15</p>
	<p><b>Required Assessments:</b></p> <p>Progress Monitoring page TR32</p>

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<b>Timeline</b>	<b>October 7–November 15, 2013</b>
<b>Mathematics</b>	<b>UNIT 2</b>
<b>Competencies:</b> 2. Develops an awareness of relations and patterns.  1. Develops an awareness of and uses number sense, numbers, and operations	<b>Objectives:</b> 2.1 Begins to recognize describe, reproduce, and extend simple patterns 2.2 Matches, sorts, and classifies objects based on their similarities and differences <b>Review</b> 1.1- Develops number sense and awareness of numbers in the environment ( <i>Ongoing</i> ) 1.2- <u>Applies one-to-one correspondence by counting concrete objects by ones to 10, then 20, then 25</u> ( <i>Ongoing</i> ) 1.3- <u>Matches quantities and numerals for 1-5, then 6-9</u> 1.4 Counts with understanding and recognizes how many in set of objects. 1.5 Begins to compare numbers of concrete objects using language (e.g. same, more than, less than)
<b>Required Teaching Strategies/Students Activities:</b>	
<b>Objective 2.1</b> <ul style="list-style-type: none"> <li><b>Unit 4, Activity 1 (SF p. 98-101):</b> The teacher will show the students different objects and identify whether it has a pattern or not.</li> <li><b>Unit 4, Activity 2 (SF p. 102-105):</b> The teacher will model how to make an AB pattern by placing animal cards on the pattern game boards. The students will continue the activity. <i>This activity can also be used to teach objective 2.2.</i></li> <li><b>Unit 4, Activity 3 (SF p. 106-109):</b> The teacher will model extending a pattern using a pattern board. The students will continue the activity. <i>This activity can also be used teach to objective 2.2.</i></li> <li><b>Unit 4, Activity 4 (SF p. 110-112):</b> The teacher will model how to make a snake using an AB pattern with color cards. The students will repeat the activity. <i>This activity can also be used teach objective 2.2.</i></li> <li>In a large group, introduce the concept of patterns using the daily calendar. The simple A-B pattern (e.g., <i>red apple-green apple, red apple-green apple; turkey-cornucopia, turkey-cornucopia</i>) may be changed monthly with seasonal designs and colors. Through the calendar activities, the students begin to predict what pattern will come next.</li> <li>Provide a variety of materials for the students to use to make patterns (e.g., <i>attribute blocks, pattern blocks, shapes, lacing beads, unifix cubes, colored blocks, buttons, and square tiles</i>).</li> <li>Explore patterns with the students. Help the students to identify pattern, in common objects (e.g., clothes, environmental patterns, flag, snack kabobs, puzzles)</li> <li>In a large group lesson, invite the students to help you demonstrate various patterns. Have the students to stand-up as you call their name. Demonstrate the following A-B pattern: boy-girl, boy-girl, boy-girl, boy-girl. Verbally repeat the pattern for students to hear.</li> <li><b>Object Patterns:</b> Model using a variety of objects to build an A-B pattern (e.g., <i>banana-grapes,</i></li> </ul>	

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<p><i>banana-grapes, banana-grapes</i>). Invite the students to match your pattern. Ask the students what objects goes first, then next. Model matching the pattern then extending the pattern. Encourage the students to build the patterns going in a left to right progression. <i>Note: Model building a pattern using several repetitions.</i></p> <ul style="list-style-type: none"> <li>•In a small group, design a pattern using numbers. Provide concrete numbers (e.g., <i>wooden numbers, foam numbers, plastic numbers</i>) for the students to use in this activity. Model the pattern. Invite the students to match the pattern and extend the pattern using a variety of blocks and materials. Ask the students to describe the pattern.</li> <li>•During the day, provide the opportunity for students to count using the patterns in numbers. Count by 2's, by 5's, and 10's. In a small group, model the odd and even numbers to ten.</li> <li>•<b>Patterns in Letters:</b> Use the alphabet letters to create some pattern activities. Ask the students to repeat the pattern, describe the pattern, tell what comes next, and extend the pattern. <i>Note: The letters and numbers should be one color not several colors to avoid confusion for the students.</i></li> <li>•<b>Letters and Numbers Patterns:</b> During small group, model a pattern using letters and numbers. Invite the students to repeat the pattern, describe the pattern, tell what comes next, and extend the pattern.</li> </ul> <p><b>Objective 2.2</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 7, Activity 1 (SF p. 168-171):</b> The students will be given dinosaur, vehicle, and dog cards to sort/classify.</li> <li>• Students will take a <i>Nature Walk</i> observe and discuss the different colors, sizes, and shapes, and how things are alike. Using the various nature items such as acorns, leaves, shells, invite the students to sort items according to similar attributes. During the Nature Walk, encourage the students to talk about things in the environment that are different sizes (e.g., trees, bushes, flowers, leaves).</li> <li>• In a small group, have the students distinguish between several shapes to see if the shapes are the same size and the same shape. The students will need to sort, compare and match the shapes. This activity could be expanded to include putting the shapes in a series and regrouping shapes or objects according to one or two attributes (e.g., color, shape, or size).</li> <li>• Identify what is alike and different. Provide a basket of objects for the students to investigate.</li> <li>• Use attribute blocks to sort by size, objects to sort by size, and toys to sort by size (e.g., large truck/small truck; large ball/small ball). The activity could be extended to include putting the items in a series from largest to smallest.</li> <li>• Classify: Have the students identify the objects that belong together. Encourage the students to explore how objects are alike. Provide three objects and allow students to select the two that go together. The teacher will give the students two objects and the student will tell how they are alike. Extension: Use photographs of objects that go together.</li> <li>• Teach and provide opportunities for students to use objects, manipulatives, and picture cards of things that go together (e.g., toothbrush/toothpaste; brush/comb; fork/spoon). Have students investigate how things are related or go together.</li> </ul>	

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<b>Mathematics</b>	<b>UNIT 2</b>
<b>Required Learning Centers:</b>	
<b>Sand/Water Center (SF p. 94):</b>	
<ul style="list-style-type: none"> <li>Patterns in the Sand—Students will work as partners using cookie cutters to create patterns in the sand.</li> <li>Follow-up activity: Students will have a “<b>Tea Party</b>” and invite guest to come. Have them discuss one to one correspondence with each guest. (Matching a cup, spoon, cookie, etc for each guest).</li> </ul>	
<b>Dramatic Play Center (SF p. 94):</b>	
<ul style="list-style-type: none"> <li>Copy Cats—The teacher will model movement pattern and students mimic.</li> </ul>	
<b>Art Center (SF p. 94):</b>	
<ul style="list-style-type: none"> <li>Making Necklace—Students will string beads to create a pattern.</li> <li><b>*Stamping Patterns</b>—Students will use different rubber stamps to create patterns on paper strips. They will then describe the pattern to each other.</li> </ul>	
<b>Music Center (SF p. 95):</b>	
<ul style="list-style-type: none"> <li>Rhythm Patterns—Students will make simple musical patterns using tambourines, drums, bells, etc.</li> </ul>	
<b>Blocks Center:</b>	
<ul style="list-style-type: none"> <li>In a small group, model an A-B pattern using colored blocks (e.g., red-yellow, red-yellow, red-yellow). As you place the blocks on the table, verbally repeat the pattern as you build it. Begin another line of blocks and invite the students to match the first pattern. Ask the students what goes first, next, and last. Use the first line as a model so the students can compare the two lines as a way to check accuracy.</li> </ul>	
<b>Motor Development: Bead Stringing:</b>	
<ul style="list-style-type: none"> <li>Demonstrate making an A-B pattern using a string of beads (e.g., yellow-blue, yellow-blue, yellow-blue). Invite the students to match your pattern.</li> </ul>	
<b>Math Center:</b>	
<ul style="list-style-type: none"> <li><b>Animal Patterns:</b> Model an A-B pattern using some animal objects (e.g., cat-dog, cat-dog) to create a pattern. Encourage the students to match your pattern and begin to extend the pattern. After this activity has been introduced in a small group, the students may practice using the activity independently in the learning center. Note: Prepare several pattern activities to be used in the learning center. Place each pattern activity in separate containers or baskets. As the students become proficient with the first pattern, introduce a more complex pattern than the first (e.g., A-B-B, A-B-B).</li> <li>Prepare a bag of pattern blocks for each student in the small group to sort. The students will need to sort, compare and match the shapes. They may select the attribute they want to use to sort the pattern blocks. After the students have finished sorting the pattern blocks, ask each student to explain how their bags of pattern blocks were sorted. This activity could be expanded to include putting the shapes in a series and regrouping shapes or objects according to one or two attributes (e.g., color, shape, or size).</li> <li><b>Shape Sort:</b> Prepare in advance. Using construction paper and cut multiple copies of all the various shapes the students have learned. Take several envelopes and glue one shape on the outside of the envelope. Place the construction paper shapes in a small basket. During the small group, place the basket of shapes and envelopes on the small group table. The student will sort the various shapes and place the shape into the corresponding envelope. You may increase the challenge and sort by more</li> </ul>	

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<b>Mathematics</b>	<b>UNIT 2</b>
<p>than one attribute (e.g., put all the small, yellow triangles in one envelope).</p> <ul style="list-style-type: none"> <li>• Provide opportunities and materials for the students to use independently to organize by largest to smallest (e.g., stacking blocks, nesting dolls, stacking rings, nesting cups, pegs, stacking boxes to arrange in order by size).</li> <li>• In advance, cut several shapes in various sizes (e.g., three to five different sizes). During small group, invite the students to use the activity. Explain to the students that each person has a group of shapes to sort by different sizes. The students will need to sort, compare and match the shapes. This activity could be expanded to include putting the shapes in a series and regrouping shapes or objects according to one or two attributes (e.g., color, shape). This sorting activity may be used in the math center for independent practice.</li> <li>• Prepare this activity in advance by utilizing a sentence strip and gluing various shapes made from construction paper on the sentence strip. These paper shapes should match pattern block shapes. Place the matching pattern block shapes in a bag or basket. The student will select a pattern block shape and match it to the paper shape on the sentence strip. This activity may be placed in the math-learning center for independent practice.</li> </ul> <p><b>Blocks Center:</b></p> <ul style="list-style-type: none"> <li>• <b>Sorts Objects by color, size, and shape:</b> Invite a small group to work with the attribute blocks. Discuss the attribute blocks. Look at the many ways the blocks may be sorted. Organize the attribute blocks based on color, size, and shape. In a small group ask the students to identify the following: <ul style="list-style-type: none"> <li>• the color of the attribute block (e.g., red, green, yellow, blue)</li> <li>• the size of the attribute block (e.g., large/small, thick/thin)</li> <li>• the shape of the attribute block (e.g., circle, square, triangle, rectangle)</li> </ul> <p><i>Note:</i> The students will need to sort, compare and match the shapes. This activity could be expanded to include putting the shapes in a series (e.g., largest to smallest) and regrouping shapes or objects according to one or two attributes (e.g., color, shape, or size).</p> </li> </ul> <p><b>Dramatic Center:</b></p> <ul style="list-style-type: none"> <li>• Provide a variety of manipulatives to sort by color (e.g., attributes blocks, pattern blocks, beads, unifix cubes). Note: an extension activity can be to place pairs of socks in the dramatic play center, and ask students to sort by color.</li> </ul> <p><b>Dramatic Center:</b></p> <ul style="list-style-type: none"> <li>• In the dramatic play center, provide an assortment of adult and students clothing. Have the students identify large clothing and small clothing; what fits and what doesn't fit them.</li> </ul>	
<p><b>Required Assessments:</b></p> <p><b>*SF Unit 4, Activity 1:</b> Identifying and Describing Patterns, p. 20</p> <p><b>*SF Unit 4, Activity 2:</b> Pattern Duplication and Analysis, pp. 21-22</p> <p><b>*SF Unit 4, Activity 4:</b> Linear Color Pattern, p. 24</p> <p><b>SF Unit 7, Activity 1:</b> Hierarchical Classification, p. 33</p>	

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<b>Mathematics</b>	<b>UNIT 2</b>
<b>Additional Strategies/Student Activities/Learning Centers:</b>	
<b>Objective 2.1</b> <ul style="list-style-type: none"> <li>• <b>Provide opportunities for the students to use patterns in a variety of contexts (e.g., <i>poetry, art, music, body movement, shape, color manipulatives, numbers, nursery rhymes, songs, and story pattern blocks</i>).</b></li> <li>• In a small group, model an A-B pattern using colored blocks (e.g., <i>red-yellow, red-yellow, red-yellow</i>). As you place the blocks on the table, verbally repeat the pattern as you build it. Begin another line of blocks and invite the students to match the first pattern. Ask the students what goes first, next, and last. Use the first line as a model so the students can compare the two lines as a way to check accuracy.</li> <li>• Use rhymes and songs to model patterns. In large group, invite the students to sing this song to practice making patterns.</li> </ul> <p style="text-align: center;"><b>Starring Patterns</b>  <b>(Tune: <i>The Wheels on the Bus</i>)</b>  The pattern of the stars goes  [Red, yellow, green],  [Red, yellow, green],  [Red, yellow, green].  The pattern of the stars goes  [Red, yellow, green].  Let's sing it all together.</p> <ul style="list-style-type: none"> <li>• <b>Nature Walk:</b> Go for a nature walk, looking for patterns in nature like the number of petals on different flowers or a leaf design. Help the students to discover patterns in their environments outdoors and indoors.</li> <li>• <b>Bead Stringing:</b> Demonstrate making an A-B pattern using a string of beads (e.g., yellow-blue, yellow-blue, yellow-blue). Invite the students to match your pattern.</li> </ul>	
<b>Objective 2.2</b> <ul style="list-style-type: none"> <li>• Prepare a bag of pattern blocks for each student in the small group to sort. The students will need to sort, compare and match the shapes. They may select the attribute they want to use to sort the pattern blocks. After the students have finished sorting the pattern blocks, ask each student to explain how their bags of pattern blocks were sorted. This activity could be expanded to include putting the shapes in a series and regrouping shapes or objects according to one or two attributes (e.g., color, shape, or size).</li> <li>• Sort objects by color, size, and shape: Invite a small group to work with the attribute blocks. Discuss the attribute blocks. Look at the many ways the blocks may be sorted. Organize the attribute blocks based on color, size, and shape. In a small group ask the students to identify the following: <ul style="list-style-type: none"> <li>• The color of the attribute block (e.g., red, green, yellow, blue)</li> <li>• The size of the attribute block (e.g., large/small, thick/thin)</li> <li>• The shape of the attribute block (e.g., circle, square, triangle, rectangle)</li> </ul> </li> <li>• Note: The students will need to sort, compare and match the shapes. This activity could be expanded to include putting the shapes in a series (e.g., largest to smallest) and regrouping shapes or objects</li> </ul>	

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<p>according to one or two attributes (e.g., color, shape, or size).</p> <ul style="list-style-type: none"> <li>Place identical pairs of objects inside a shoebox. Remove one item from the box and ask the student to find the object that matches. Say, “Jimmy, I found a long yellow pencil in the box. Do you see anything that looks like the pencil?”</li> <li>Color Bingo, Shape Bingo, or Eye Spy will provide the opportunity for the students to identify objects by color, size, and/or shape. Provide each student with a bag of shapes. Call out a shape, and the student will pull that shape out of the bag.</li> </ul> <p>Related Items: Place several of related objects on a table (e.g., a fork and a spoon, a pencil and paper). Pick up one object and ask the student to find the other object that is related. Say, “Anthony, I am holding a fork. We use a fork when we eat, Look on the table and find something else that is used for eating.”</p>	

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<b>Timeline</b>	<b>October 7–November 15, 2013</b>
<b>Scientific Investigation Development</b>	<b>UNIT 2</b>
<b>Competencies:</b> 1. Develops awareness of living and non-living things  2. Develops awareness of the five senses  3. Engages in practices to promote routine good health, nutrition, and safety  4. Develops awareness of observable properties of objects and materials  5. Develops awareness and appreciation for the environment  6. Engages in simple investigation using science process	<b>Objectives:</b> 1.1 Names and describes plants, animals, and humans 1.2 Explores plants, animals, and human life cycles 1.3 Recognizes the needs of living things 1.5 Observes and describes characteristics of non-living things  2.1 Recognize five senses and body parts that utilize the five (5) senses 2.2 Identifies tastes 2.3 Identifies smells 2.4 Identifies sights 2.5 Identifies sounds 2.6 Sorts materials by texture (touch)  3.1 Observes and demonstrates a daily routine of healthy habits 3.2 Recognizes and selects healthy foods 3.3 Demonstrate safety skills  4.2 Recognizes and demonstrates use of positional and motion words  5.1 Explores the idea that the earth includes the land, water, and air 5.3 Understand time related vocabulary  6.1 Becomes aware of investigative process 6.2 Makes careful observations, using all of the senses 6.3 Describes, compares, sorts and classifies, and orders 6.4 Uses a variety of simple tools to extend observations 6.5 Explores materials, objects, and events and notices cause and effect 6.6 Engages in simple investigations 6.7 Describes and communicates observations, results, and ideas 6.8- Works collaboratively with others

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<b>Scientific Investigation Development</b>	<b>UNIT 2</b>
<b>Required Teaching Strategies/Student Activities:</b>	
<p><b>Objectives 1.1, 1.2, 1.3</b></p> <p>Show pictures of familiar plants (e.g., <i>vegetables, trees, shrubs, grass</i>). Ask the student to name and tell about them.</p> <p>Plant seeds in a ziploc bag filled with small amounts of soil and water. Zip the bags shut and watch the bag fog up and clear again (just like the water cycle). Record their growth.</p> <p>Read, “<i>How Seed Grows</i>” by Helene J. Jordan.</p> <p>Encourage the students to take care of a living plant in the classroom. Discuss the needs of plants (e.g., <i>water, sunlight, soil</i>). Ask the students what they think happens to the plants’ growth process if they do not get what they need.</p> <p><b>Objective 1.5</b></p> <p>Lead the students on a nature walk to identify living things (e.g., <i>plants, trees, animals</i>) and non-living objects (e.g., <i>rocks, fallen leaves, broken twigs</i>). Collect several objects you see as you go on the walk. Put the items in a box and ask the students to sort them into living and non-living things. Discuss why some of the objects are non-living.</p> <p>Discuss the fact that breathing is essential for animals and people to live. Demonstrate during circle time the way we breathe. Say to the students, “Let’s breathe in and out.” Give the students examples of things in their environment and ask the students if they breathe (e.g., <i>rocks, chairs, fish, gerbils</i>). Discuss their answers.</p> <p>Point to random objects in the classroom, such as a table, a light, books, paper, a desk, etc. and ask the student if each is living or non-living. Discuss that breathing in living things is needed in order for them to stay alive.</p> <p>Display an assortment of leaves. Have the students observe them with a magnifying glass. Create crayon rubbings of the leaves to examine their textures. Ask the students to sort them by size, color, and texture.</p> <p><b>Objective 2</b></p> <p>It’s Pumpkin Time-Cut open a pumpkin and taste it, smell it, hear the sound of the knife slice through the pumpkin, see and feel the insides. Taste raw and cooked pumpkins. Roast the seeds and taste them.</p> <p><b>Objective 3.1</b></p> <p>Students can watch and exercise with fitness videos (e.g. Exercise with Big Bird).(<i>Ongoing</i>)</p> <p>Explain and demonstrate how to use a tissue when sneezing or when blowing noses. Model and discuss the appropriate hand washing techniques after using a tissue. (<i>Ongoing</i>)</p> <p>Discuss with the students why it is important to exercise to have a healthy body. (<i>Ongoing</i>)</p> <p><b>Objective 3.2</b></p> <ul style="list-style-type: none"> <li>Place empty containers of healthy foods in the dramatic play area (e.g., oatmeal boxes, milk cartons, raisin boxes, orange juice containers, etc.) Provide samples of foods that were in the containers for the students to taste. Also, include unhealthy foods (e.g. potato chip bags, candy wrappers, cupcake boxes, etc.) Classify the foods into groups using a large chart with the categories “Healthy Foods” and “Unhealthy Foods.”(<i>Ongoing</i>)</li> </ul> <p><b>Objective 3.3</b></p> <ul style="list-style-type: none"> <li>Conduct weekly safety activities: <ul style="list-style-type: none"> <li>•Practicing seatbelt use</li> </ul> </li> </ul>	

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<b>Scientific Investigation Development</b>	<b>UNIT 2</b>
<ul style="list-style-type: none"> <li>•How to react to the possibility of a fire in a house.</li> <li>• Play games that practice observation of safety rules: <ul style="list-style-type: none"> <li>•Red Light, Green Light!</li> <li>•Stop, Drop, and Roll (song below)</li> </ul> </li> </ul> <p style="text-align: center;"><b>Stop, Drop, and Roll</b>  (Tune of Freer Jacques)  If my clothes  Should catch on fire,  I'll stop, drop, and roll.  I'll put out the fire.  I'll put out the fire.  I won't burn.  I won't burn.</p> <p><b>Objective 5.1</b></p> <ul style="list-style-type: none"> <li>• Discuss things that make the earth is made (e.g., <i>land, air, water</i>).</li> <li>• Provide different types of soil for students to observe, feel, and compare (e.g., <i>sand, clay</i>).</li> </ul> <p><b>Objective 5.3</b></p> <ul style="list-style-type: none"> <li>• Observe and identify the four seasons. Help the students understand the terms fall, winter, spring, and summer through artwork, books, bulletin board displays, and calendar “season” pin-ups. Also, discuss now that seasons have changed, nights are longer, days or shorter. Discuss and show pictures of what happens during the winter. (<i>Ongoing</i>)</li> </ul> <p><b>Objective 6</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to use magnifying glass to examine various materials and objects.</li> <li>• Read <i>My Five Senses</i> by Margaret Miller before engaging the students in the following activity. Collect canisters and cheesecloth. Place items (e.g. cotton balls soaked in perfume or vinegar, an orange peel, an onion, popcorn, etc.) into each container and cover with cheese cloth attached with a rubber band. Encourage the students to take turns choosing a can, smelling the item through the cheesecloth, and guessing what is inside. Label the bottom of the can with a picture and the name of the item so the students can check their guess. Ask the students to guess what they are having for lunch or for snack, judging by the smell.</li> <li>• Take a pie pumpkin and a large pumpkin. Ask the students to predict which pumpkin will float and which pumpkin will sink? Take the pumpkins and place them in a large container to determine which will sink and which pumpkin will float.</li> </ul>	

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<b>Timeline</b>	<b>October 7–November 15, 2013</b>
<b>Scientific Investigation Development</b>	<b>UNIT 2</b>
<b>Required Learning Centers:</b>	
<p><b>Discovery</b></p> <ul style="list-style-type: none"> <li>• <b>Discovery Bottles:</b> (Choose one or two bottles and place in an independent center.)</li> <li>• <b>Wave Bottle:</b> Place any of the following items in a clear plastic soda or water bottle- fill half the bottle with cooking oil add water you fill the bottle <math>\frac{3}{4}</math> of the way. Add blue food coloring and seal the lid with glue. As you turn the bottle on its side, the waves roll gently.</li> <li>• <b>Destiny Bottle:</b> Fill an empty bottle with hair gel (lots of colors are available). Add a marble, students discover the properties of destiny as they turn the bottle.</li> <li>• <b>Magnetic Bottle:</b> Add magnetic objects to a bottle (numbers, letters, shapes). Attach a magnetic wand to the bottle top, using yarn, students name, write, or draw what they pick up with their magnets.</li> </ul>	
<b>Required Assessment Methods:</b>	
<p><b>Plant Observational Drawings:</b></p> <ul style="list-style-type: none"> <li>• Students make an observational drawing of a plant or flower using a fine point black ink pen. Each plant should list all parts of the plant including the flower.</li> </ul> <p><b>Putting Science on Paper:</b></p> <ul style="list-style-type: none"> <li>• Draw a symbol of the day's weather.</li> </ul>	
<b>Resources/Materials:</b>	
<p>Clear Plastic Water or Soda Bottles  Cooking Oil  Food Coloring  Glue  Hair Gel  Marbles  Magnetic Objects (numbers, letters, shapes)  Magnetic Wand  Yarn  Color Pencils</p>	

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<b>Scientific Investigation Development</b>	<b>UNIT 2</b>
<b>Additional Teaching Strategies/Learning Centers/Assessments:</b>	
<b>Objective 4.2</b> <ul style="list-style-type: none"> <li>Set up a simple obstacle course that requires students to crawl, walk over, under, and beside items. For example: a sequence involving stepping over a balance beam; skipping to the hula hoops laid out on the floor and jumping in, then out, of each one; galloping to the table and crawling under; and then walking around the tumbling mat to cross a finish line. Sit down as a group and discuss the sequence decided upon for the day and pick a volunteer or two to go through the course with directions from the class. Then, allow the students to take turns going through the course without directions. (<i>Ongoing</i>)</li> <li>Take photos of the students in the classroom dressed appropriately during the four seasons; summer, fall, winter, and spring. Talk about the changes, which may include how they students have grown; how trees have changed, etc.</li> </ul>	

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<b>Timeline</b>	<b>October 7–November 15, 2013</b>
<b>Social and Emotional Development</b>	
<b>UNIT 2</b>	
<b>Competencies:</b> 1. Demonstrates a positive self-concept  2. Demonstrates control over emotions and behavior in various settings  3. Develops positive engagement in the learning environment  4. Develops positive relationships with adults and students	<b>Objectives:</b> .1 Accepts attention, affection, and appreciation .2 Expresses needs and preferences clearly and appropriately .3 Describes feelings and thoughts using words, pictures, and stories .4 Makes positive statements about self and takes pride in accomplishments  2.1 Transitions attention from one activity to another with ease 2.2 Accepts not being first and begins to wait his/her turn in activities 2.5 Begins to accept the consequences of his/her actions  3.1 Shows interest in and actively participates in various classroom activities 3.2 Begins to understand the concept of personal property versus classroom property or the property of others 3.3 Demonstrates appropriate use and care of classroom and personal materials  4.1 Approaches others positively and shows pleasure in being with others 4.2 Shows interest in others by exchanging information with them 4.3 Listens attentively to others when interacting with them 4.6 Begins to use positive language or demonstrate affection toward others 4.8 Plays in a small group of two to five students 4.10 Seeks help from others with difficult tasks 4.11 Begins to negotiate solutions and develop compromises appropriately
<b>Required Teaching Strategies/Student Activities:</b>	
<b>Objective 1.1</b> <ul style="list-style-type: none"> <li>When each student arrives, welcome him or her to the classroom. Try to make the greeting special by asking the student how she or he is telling the student about a fun activity planned for the day, or giving the student an affection touch like a hug or hand shake.</li> </ul>	

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<b>Social and Emotional Development</b>	<b>UNIT 2</b>
<p><b>Objective 1.2</b></p> <ul style="list-style-type: none"> <li>I like ____, but I Don't Like ____: For this game use one playground ball (or similar medium-sized ball). Have the students sit in a circle. Model making a statement about something you like and something you don't like (e.g., <i>I like ice cream, but I don't like being cold</i>). Then roll the ball to a student in the circle. Encourage that student to make a personal statement about his/her likes and dislikes and roll the ball to another student. Continue around the circle until each student has had a turn.</li> </ul> <p><b>Objective 1.3</b></p> <ul style="list-style-type: none"> <li>To help the students learn how to label their emotional experiences, explain and model how emotions are experienced in the body. Have the students act out the ways their bodies feel when they experience a specific emotion: <ul style="list-style-type: none"> <li>Explain that when some people feel <b>scared</b> they may feel cold all over their body (<i>pretend to shiver</i>) or they may feel "butterflies in their stomach" (<i>lightly tickle your midsection with the tips of your fingers</i>).</li> <li>Explain that when some people are <b>mad</b> they may feel hot all over their body (<i>fan your face</i>) or stiffen up their jaw (<i>act out tensing up in anger</i>).</li> <li>Explain that when some people feel <b>happy</b> they may feel warm all over their body (<i>give yourself hug</i>) or may relax their muscles (<i>take in a deep breath and let it out to relax</i>).</li> <li>Explain that when some people feel <b>sad</b> they may feel tired and heavy (<i>droop down</i>) or ache all over their body (<i>act out rubbing aching muscles</i>) or may have trouble breathing (<i>act out labored breathing during sobbing</i>).</li> <li>Explain that when some people feel <b>surprised</b> they may feel tense all over their body (<i>act out tensing up in surprise</i>) or cover their face with their hands (<i>act out</i>).</li> <li>Explain that when some people feel <b>excited</b> they may feel wiggly all over their body (<i>wiggle all over</i>) or jump up and down (<i>act out</i>).</li> </ul> </li> </ul> <p><b>Objective 1.4</b></p> <ul style="list-style-type: none"> <li>Model making positive statements about yourself and your accomplishments as well as making positive statements about the student and their accomplishments. Try to focus compliments on attitudes or behaviors that can be changed (e.g., "<i>you were very nice to Tom when he was sad.</i>" "<i>You worked really hard on your drawing!</i>"), rather than characteristics that are not under the student's control (e.g., "<i>You are so pretty!</i>" "<i>You are very tall.</i>").</li> </ul> <p><b>Objective 2.1</b></p> <ul style="list-style-type: none"> <li>Develop a pictorial schedule of daily activities using pictures of the student's engaging in the activities or drawings to represent activities. This will help all of the students to know what activities will be next so they can learn to expect upcoming transitions.</li> </ul> <p><b>Objective 2.2</b></p> <ul style="list-style-type: none"> <li>Establish a system for rotating who will be first for classroom activities (e.g., <i>lining up, receiving materials, sitting next to the teacher</i>). Explain that each student will have a turn being first and how the turns will be rotated (e.g., <i>the names are in alphabetical order, the names will be drawn from a cup one at a time until all of the names are used</i>).</li> </ul>	

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<b>Timeline</b>	<b>October 7–November 15, 2013</b>
<b>Social and Emotional Development</b>	<b>UNIT 2</b>
<p><b>Objective 2.5</b></p> <ul style="list-style-type: none"> <li>When you make mistakes throughout the day, model recognizing a mistake, accepting the consequences of the mistake, and using positive self-talk to encourage yourself to correct the mistake (e.g., “Oops! I made a mistake. Let me correct it.”)</li> </ul> <p><b>Objective 3.1</b></p> <ul style="list-style-type: none"> <li><b>Group Story:</b> Have the students sit together and listen to you as you share an interesting sentence (e.g., “I met a giant on my way to school this morning.”) Have the students take turns adding sentences to the story until everyone who wants one has had a turn. Write up the story and have the students create illustrations.</li> </ul> <p><b>Objective 3.2</b></p> <ul style="list-style-type: none"> <li>Explain that there are some things in the class for each student to use (e.g., <i>chair, table, cot</i>), but that they do not own them and they cannot take them home or damage them. Place the label of the student’s name or picture on these items to help them understand that they are intended for a specific student’s use.</li> </ul> <p><b>Objective 3.3</b></p> <ul style="list-style-type: none"> <li>Provide materials to help the students remain clean and keep the centers clean for use with messy activities (e.g., <i>easels and smocks for art, collection mats under a sand or water table, table mats to use with play dough</i>). Locate these centers near a sink or cleaning materials.</li> </ul> <p><b>Objective 4.1</b></p> <ul style="list-style-type: none"> <li>Encourage the students to interact non-verbally with others using smiles, eaves, and nods and to respond to non-verbal gestures from others. Teach the students appropriate non-verbal gestures to use (e.g., “<i>It’s nice to wave to people, but it isn’t nice to point at people.</i>”)</li> </ul> <p><b>Objective 4.2</b></p> <ul style="list-style-type: none"> <li>Model showing an interest in the student’s life by asking open-ended questions (e.g., “<i>Tell me what you had for dinner last night?</i>” “<i>Tell me about your pet.</i>” “<i>Tell me about your family.</i>”)</li> </ul> <p><b>Objective 4.3</b></p> <ul style="list-style-type: none"> <li>Encourage the students to look at the person who is talking, also, discuss the importance of keeping your hands and feet still and not talking when others are talking. <i>Note: In some cultures, direct eye contact may be considered rude, so you may need to adjust your gaze depending upon the cultural practices of your students and their families.</i></li> </ul> <p><b>Objective 4.6</b></p> <ul style="list-style-type: none"> <li>Model using polite expressions (e.g., “<i>please,</i>” “<i>thank you</i>”) and positive social language (e.g., “<i>I missed you</i>” “<i>I like you</i>”) as you interact with the students daily.</li> </ul> <p><b>Objective 4.8</b></p> <ul style="list-style-type: none"> <li>Organize games that encourage the students to play in small groups (e.g., <i>ring-around the rosey, hopscotch, hot potato</i>).</li> </ul> <p><b>Objective 4.10</b></p> <ul style="list-style-type: none"> <li>Reinforce the students when they ask for help and assist the students in asking for help to meet their needs by providing the appropriate words (e.g., “<i>Will you help me zip my jacket?</i>” “<i>Will you help me open my milk carton?</i>”). Respond to help them as promptly as possible. Tell them that everyone needs help sometimes and everyone can offer help sometimes.</li> </ul>	

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<b>Social and Emotional Development</b>	<b>UNIT 2</b>
<b>Objective 4.11</b> <ul style="list-style-type: none"> <li>• <b>Listening Bingo:</b> Prepare several cards with different arrangement of pictures of objects that make recognizable sounds (e.g., <i>car, basketball, phone, bell</i>). Make a tape of these sounds. In pairs, have the students listen to the tape of sounds and decide together what sound they heard. Have them indicate their choice by placing a small square of construction paper on the object. Have the pair continue until they fill their card. Support the students in their discussions.</li> </ul>	
<b>Required Learning Centers:</b> <ul style="list-style-type: none"> <li>• See Language Curriculum (Discovery &amp; Dramatic Play Centers)</li> </ul>	
<b>Required Assessment Methods:</b> <ul style="list-style-type: none"> <li>• See Language Curriculum</li> </ul>	
<b>Additional Strategies/Student Activities/ Learning Centers:</b>	
<b>Objective 1.1</b> <ul style="list-style-type: none"> <li>• Read literature with the students to explore appropriate ways to seek and show acceptance of attention or affection.</li> </ul> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>• <i>A Book of Hugs</i> by Thomas Y. Cromwell</li> <li>• <i>A Hug for You</i> by Margaret Anastas</li> <li>• <i>A Hug Goes Around</i> by Laura K. Melmed</li> <li>• <i>Full, Full, Full of Love</i> by Trish Cooke</li> </ul>	
<b>Objective 1.2</b> <ul style="list-style-type: none"> <li>• Read literature with the students to explore appropriate ways to express their needs and preferences.</li> </ul> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>• <i>Green Eggs and Ham</i> by Dr. Seuss</li> <li>• <i>If You Give a Moose a Muffin</i> by Laura Joffe Numeroff</li> <li>• <i>If You Give a Mouse a Cookie</i> by Laura Joffe Numeroff</li> <li>• <i>The Very Hungry Caterpillar</i> by Eric Carle</li> </ul>	
<b>Objective 1.3</b> <ul style="list-style-type: none"> <li>• Read literature with students to learn about different feelings and ways to speak your mind.</li> </ul> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>• <i>C is for Curious: An ABC of Feelings</i> by Woodleigh Hubbard</li> <li>• <i>Curious George's Are You Curious?</i> By H.A. Rey</li> <li>• <i>Feelings</i> by Alike</li> <li>• <i>Oh! The Things You Can Think</i> by Dr. Seuss</li> <li>• <i>The Feelings Book</i> by Todd Parr</li> <li>• <i>The Way I Feel</i> by Janan Cain</li> <li>• <i>Today I Feel Silly: An Other Moods That Make My Day</i> by Jamie Lee Curtis</li> </ul>	
<b>Objective 1.4</b> <ul style="list-style-type: none"> <li>• Read literature with students to explore self-affirmations and appropriate ways to demonstrate pride and confidence.</li> </ul>	

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<b>Timeline</b>	<b>October 7–November 15, 2013</b>
<b>Social and Emotional Development</b>	<b>UNIT 2</b>
<p><b>Suggested Titles:</b></p> <ul style="list-style-type: none"> <li>• <i>A Color of His Own</i> by Leo Lionni</li> <li>• <i>I Like Myself</i> by Karen Beaumont</li> <li>• <i>I'm Gonna Like Me: Letting Off a Little Self-Esteem</i> by Jamie Lee Curtis</li> <li>• <i>Inch by Inch</i> by Leo Lionni</li> <li>• <i>Just Me</i> by Marie Hall Ets</li> <li>• <i>Matthew's Dream</i> by Leo Lionni</li> <li>• <i>The Little Engine that Could</i> by Watty Piper</li> <li>• <i>When I Was Little: A Four-Year-Old's Memoir of Her Youth</i> by Jamie Lee Curtis</li> </ul> <p><b>Objective 2.1</b></p> <ul style="list-style-type: none"> <li>• When giving directions to transition, make sure to get every student's eye contact before giving the instructions. Have a special signal that you use (e.g., <i>sound a bell or strike a xylophone</i>) to make announcements or give instructions during free choice activities. Do not get in the habit of raising your voice, as the students will just learn to get louder in their activities. Instead use a quieter voice so the students will learn to stop their activities and become quiet to hear what you are saying.</li> </ul> <p><b>Objective 2.2</b></p> <ul style="list-style-type: none"> <li>• Have a system that limits the number of students in centers. Have the students use name badges to place on the center sign, pocket, or cup to indicate in which center they are engaged. Have the students move their name badge with them when they move to another center. Have the students practice what to do if the center to which they want to move is already full (e.g., <i>put their name on a waiting list, find another activity to do while they wait, talk with another student who is waiting</i>).</li> </ul> <p><b>Objective 2.5</b></p> <ul style="list-style-type: none"> <li>• Read literature with students to explore accepting the consequences of making mistakes and using appropriate coping strategies to prevent emotional outbursts.</li> </ul> <p><b>Suggested Titles:</b></p> <ul style="list-style-type: none"> <li>• <i>All By Myself</i> by M. Mayer</li> <li>• <i>Amelia Bedelia</i> by Peggy and Herman Parish</li> </ul> <p><b>Objective 3.1</b></p> <ul style="list-style-type: none"> <li>• Read literature with the students about curious or active characters.</li> </ul> <p><b>Suggested Titles:</b></p> <ul style="list-style-type: none"> <li>• <i>Curious George</i> by Hans Augusto Rey</li> <li>• <i>Who Are You, Baby Kangaroo?</i> By Stella Blackstone</li> </ul> <p><b>Objective 3.2</b></p> <ul style="list-style-type: none"> <li>• Read literature with the students that illustrate community versus personal property and the property of others.</li> </ul> <p><b>Suggested Titles:</b></p> <ul style="list-style-type: none"> <li>• <i>It's Mine</i> by Leo Lionni</li> <li>• <i>King of the Playground</i> by Phyllis Reynolds Naylor</li> <li>• <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes</li> </ul> <p><b>Objective 3.3</b></p> <ul style="list-style-type: none"> <li>• Have the students rotates as daily helpers in passing out materials and cleaning up.</li> </ul>	

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<b>Social and Emotional Development</b>	<b>UNIT 2</b>
<b>Objective 4.1</b> <ul style="list-style-type: none"> <li>Read literature with the students about approaching other positively and enjoying relationships with others.</li> </ul> <p><b>Suggested Titles:</b></p> <ul style="list-style-type: none"> <li>•<i>Best Friends</i> by Miriam Cohen</li> <li>•<i>Do You Want to Be My Friend</i> by Eric Carle</li> <li>•<i>Friends</i> by Helme Heine</li> <li>•<i>How to Be A Friend: A Guide to Making Friends and Keeping Them</i> by Laurie Krasny Brown</li> <li>•<i>Let's Be Friends Again!</i> By Hans Wilhem</li> <li>•<i>My Friend Leslie, the Story of a Handicapped Student</i> by Maxine Rosenberg</li> <li>•<i>We Are Best Friends</i> by Alik</li> <li>•<i>Will I Have a Friend?</i> By Miriam Cohen</li> </ul> <b>Objective 4.2</b> <ul style="list-style-type: none"> <li>• <b>All About Me:</b> For this game use one playground ball (or similar medium-sized ball). Have the students sit in a circle. Model sharing information about yourself with the students (e.g., "<i>I have one brother and two sisters.</i>"). Then roll the ball to a student in the circle. Encourage that student to share information with the other students then roll the ball to another student. Continue around the circle until each student has had a turn. You may need to assist the students in understanding what information is appropriate to share and what might be too personal.</li> </ul> <b>Objective 4.3</b> <ul style="list-style-type: none"> <li>Read literature with the students about listening to others.</li> </ul> <p><b>Suggested Titles:</b></p> <ul style="list-style-type: none"> <li>•<i>Learning to Get Along: Listen and Learn</i> (book series) by Cheri J. Meiners</li> <li>•<i>Listen, Buddy</i> by Helen Lester</li> <li>•<i>The Best Time to Read</i> by Debbie Bertram</li> </ul> <b>Objective 4.6</b> <ul style="list-style-type: none"> <li>Maintain a high ratio of positive comments to negative comments (i.e., <i>aim for eight positive for every one negative</i>) to ensure an encouraging learning environment that supports the development of positive relationships in the classroom. Be careful when giving direct instructions that your phrasing or tone of voice does not lead a student to interpret your direction as a negative comment (e.g., "<i>Sit down, now!</i>" vs. "<i>Let's sit on the carpet together.</i>")</li> </ul> <b>Objective 4.8</b> <ul style="list-style-type: none"> <li>Organize games that encourage the students to play in small groups (e.g., <i>ring-around the rosey, hopscotch, hot potato</i>).</li> </ul> <b>Objective 4.10</b> <ul style="list-style-type: none"> <li>Read literature with the students about offering and accepting help.</li> </ul> <p><b>Suggested Titles:</b></p> <ul style="list-style-type: none"> <li>•<i>Bill and Pete to the Rescue</i> by Tomi DePaola</li> <li>•<i>The Moon Came Down on Milk Street</i> by Jean Gralley</li> <li>•<i>Tick-Tock, Drip-Drop! A Bedtime Story</i> by Nicola Moon</li> </ul>	

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<b>Timeline</b>	<b>October 7–November 15, 2013</b>
<b>Social and Emotional Development</b>	<b>UNIT 2</b>
<b>Objective 4.11</b> <ul style="list-style-type: none"> <li>Read literature with the students about conflicts and how to use negotiations and compromises to resolve these disagreements.</li> </ul> <p><b>Suggested Titles:</b></p> <ul style="list-style-type: none"> <li>•<i>How to Be a Friend: A Guide to Making Friends and Keeping Them</i> by Laurie Kra Brown</li> <li>•<i>It's Mine</i> by Leo Lionni</li> <li>•<i>Learning to Get Along: Talk and Work it Out</i> (book series) by Cheri J. Meiners</li> <li>•<i>Make Someone Smile: And 40 More Ways to Be a Peaceful Person</i> by Judy Lalli</li> <li>•<i>Peace Begins With You</i> by Katharine Scholes</li> <li>•<i>The Peace Book</i> by Todd Parr</li> <li>•<i>We Can Get Along: A Student's Book of Choices</i> by Lauren Murphy Payne</li> <li>•<i>Why?</i> by Nikolai Popov</li> <li>•<i>Yoko's World of Kindness: Golden Rules for a Happy Classroom</i> by Rosemary Wells</li> </ul>	

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<b>Timeline</b>	<b>October 7–November 15, 2013</b>
<b>Physical and Motor Development</b>	
<b>UNIT 2</b>	
<b>Competencies:</b> 1. Develops a sense of body coordination and explores moving in space  2. Develops gross motor skills  3. Develops fine motor skills	<b>Objectives:</b> 1.1 Demonstrates a sense of balance and body coordination ( <i>Ongoing</i> ) 1.2 Begins to move in rhythm to songs ( <i>Ongoing</i> )  2.1 Demonstrates coordination of large muscles to perform simple motor task (e.g., <i>climbing, jumping, throwing a ball</i> ) ( <i>Ongoing</i> ) 2.2 Participates in group activities involving gross motor movement ( <i>Ongoing</i> )  3.1 Demonstrates coordination of small muscles using manipulatives that vary in shape to perform simple motor tasks (e.g., lacing, folding, cutting) ( <i>Ongoing</i> ) 3.2 Participates in group activities involving fine motor movement 3.3 Uses a wide variety of writing tools and drawing materials ( <i>Ongoing</i> ) 3.4 Demonstrates coordination of small muscles using technology ( <i>Ongoing</i> )
<b>Required Teaching Strategies/Student Activities:</b>	
<b>Objective 1.1</b> <ul style="list-style-type: none"> <li>• Use a mirroring technique to have students imitate the actions of the teacher.</li> <li>• Direct skipping and running (e.g., <i>quick stops, full circle turns, half circle turns, turning corners fast, slow</i>).</li> </ul> <b>Objective 1.2</b> <ul style="list-style-type: none"> <li>• Sing songs that encourage movement (e.g., “Hokey Pokey” and “We’ve Got the Whole World in Our Hands”). Note: Refer to Resource Section in Appendix C for words to songs.</li> </ul> <b>Objective 2.1</b> <ul style="list-style-type: none"> <li>• Model how to jump with arms swinging forward and upward while landing on both feet with weight carrying forward. Have the student repeat your movements</li> <li>• Provide opportunities to throw and catch (e.g., beanbags, various sized balls made of different materials and textures).</li> </ul> <b>Objective 2.2</b> <ul style="list-style-type: none"> <li>• Provide opportunities for the student to join other students in playing tag, relay races and group games such as “red Light/Green Light,” “The Elephant,” and “Follow the Leader.” Note:</li> <li>• Recite rhymes that involve movement such as “The Airplane,” “Row, Row, Row Your Boat,” and “Windshield Wipers.”</li> </ul>	

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<b>Physical and Motor Development</b>	<b>UNIT 2</b>
<b>Objective 3.1</b> <ul style="list-style-type: none"> <li>• Provide the student with a pair of small blunt scissors, old magazines pages, and plenty of time to practice cutting, hanging leaves, pictures, or paintings. This activity may be done indoors or outdoors.</li> <li>• Provide opportunities for the student to engage in stringing activities. Items to string include Cheerios, Fruit Loops, or large macaroni on yarn to make a necklace.</li> <li>• Put together puzzles (e.g., multi-level puzzles-3 to 12 pieces, table and floor puzzles).</li> </ul> <b>Objective 3.2</b> <ul style="list-style-type: none"> <li>• Read <b>Where the Wild Things Are</b> by Maurice Sendak. (You can find the book in your local library). Encourage the student to think to think about or imagine a monster like the monsters in the book. Encourage the student to think of an imaginary monster that they would like to see. Ask the student what his/her imaginary monster looks like (e.g., “Does your monster have a long tail?” “What color is your monster?” ). Provide materials in the art center (e.g., large newsprint, paintbrushes, and paints) and encourage the student to paint his/her imaginary monster.</li> <li>• Provide a box top filled with salt, rice, or sand. Provide plenty of time for the student to practice writing and drawing (e.g., trace the initial letter in the student’s name using fingers, draw facial expressions, shapes, and abstract designs with fingers).</li> <li>• Direct students to place a piece of paper over textured surface (e.g., letters cut from sand paper, leaves) and rub a crayon over the top of the paper.</li> </ul> <b>Objective 3.4</b> <ul style="list-style-type: none"> <li>• Provide opportunities for the student to experiment with age-appropriate electronic games and computer software (e.g., Leap Pads, Reader Rabbit, Jumpstart).</li> <li>• Provide opportunities for the student to operate the cassette player, CD player, radio, and television.</li> <li>• Allow the student to place a cassette tape in the tape player to listen to music or books on tapes.</li> </ul>	
<b>Required Learning Centers:</b>	
See Language/Mathematics Curriculum	
<b>Required Assessments:</b>	
<i>See Language/Mathematics Curriculum</i>	
<b>Additional Strategies/ Student Activities/ Learning Centers:</b>	
<ul style="list-style-type: none"> <li>• <b>Table Toys/Manipulative Center</b>-lacing cards, legos, seasonal, ocean, animal &amp; story related puzzles;</li> <li>• <b>Play dough Center</b>-Make characters from each story using play dough; Students can make different types of trees (“Somebody Stole My Smile”) using pre-made cookie dough.</li> <li>• <b>Creative Arts Center</b>-Paint a bear; make a bear using pre-cut strips of paper; paint an owl pattern, cut it out (“See How They Grow”) and make a tree to glue it on using sticks &amp; leaves from outside; draw a night snow scene w/ a snowman, and use cotton balls to dip into white</li> </ul>	

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<p>paint to make snowballs;</p> <ul style="list-style-type: none"> <li>• Observe students choosing emergent hand preference during material selection (e.g., manipulate screws/bolts, lids and containers, door knobs, keys/locks, gears).</li> <li>• Provide writing materials that have a specific purpose like recipe cards, stationary, and order forms</li> </ul>	
<b>Resources/Materials:</b>	
<ul style="list-style-type: none"> <li>• Lacing cards, legos, puzzles, play dough, cookie dough, cookie sheets, paint, sticks &amp; leaves from outside, cotton balls, and crayons</li> </ul>	

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