

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

| Timeline  | November 18, 2013 - January 17, 2014  |        |
|---|---|--------|
| Language, Vocabulary and Early Literacy   |   | UNIT 3 |
| <p><b>Competencies:</b></p> <p>1. Exhibits developmentally appropriate receptive language</p> <p>2. Exhibits developmentally appropriate oral language for communication purposes.</p> <p>3 Demonstrates phonological and phonemic awareness</p> <p>4. Demonstrates an awareness of print</p> | <p><b>Objectives:</b></p> <p><i>1.1 Listens to others with understanding (<b>Ongoing</b>)</i></p> <p><i>1.2 Listens attentively to stories (<b>Ongoing</b>)</i></p> <p><i>1.6 Understands and follows simple two or three-step directions (<b>Ongoing</b>)</i></p> <p><i>2.1 Shows an increase in vocabulary by using specialized vocabulary when communicating with others (<b>Ongoing</b>)</i></p> <p><i>2.2 Identifies common objects and interprets pictures (<b>Ongoing</b>)</i></p> <p><i>2.3 Uses language to express actions (<b>Ongoing</b>)</i></p> <p><i>2.4 Uses language to communicate information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation (<b>Ongoing</b>)</i></p> <p><i>2.5 Uses language to recall a sequence of events or retell a familiar story (<b>Ongoing</b>)</i></p> <p><i>2.6 Becomes aware of the structure of language; uses simple sentences, new vocabulary, and positional words in proper context (<b>Ongoing</b>)</i></p> <p><i>3.1 Distinguishes words in a sentence (identifies whole words – sentence to word segmentation)</i></p> <p><i>3.2 Begins to recognize rhyming words</i></p> <p><i>3.3 Distinguishes sound units/syllables (<b>Introduce</b>) (clapping, stomping/finger tapping)</i></p> <p><i>3.5 Begins to notice beginning phonemes/sounds (not graphemes/letters) (<b>Ongoing</b>)</i></p> <p><i>3.8 Points to words in text when reading aloud – matching words with print (<b>Ongoing</b>)</i></p> <p><i>4.1 Recognizes local environmental print (<b>Ongoing</b>)</i></p> <p><i>4.2 Understands that print conveys meaning (<b>Ongoing</b>)</i></p> <p><i>4.3 Holds a book correctly and begins to understand directionality (<b>Ongoing</b>)</i></p> <p><i>4.4 Recognizes first name in print (<b>Ongoing</b>)</i></p> <p><i>4.5 Begins to recognize letters of the alphabet (<b>Ongoing</b>)</i></p> <p><i>4.6 Attempts writing (scribble/drawing) (<b>Ongoing</b>)</i></p> <p><i>4.8 Begins to develop handwriting skills (<b>Ongoing</b>)</i></p> |        |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

| <b>Timeline</b> November 18, 2013 - January 17, 2014  |  |
|---|--|
| <b>Language, Vocabulary and Early Literacy</b>  | <b>UNIT 3</b>  |
| 5. Constructs meaning when responding to a story or a picture   | <p>5.1 Shows an interest in books and reading (<i>Ongoing</i>)</p> <p>5.2 Joins in reading of familiar predictable/pattern books (<i>Ongoing</i>)</p> <p>5.3 Demonstrates understanding of literal meaning of stories through questions and comments</p> <p>5.4 Begins to predict an outcome (<i>Ongoing</i>)</p> <p>5.6 Begins to differentiate reality from fantasy</p> <p>5.7 Begins to connect information from a story to life experiences (<i>Ongoing</i>)</p>   |
| <b>Required Teaching Strategies/Student Activities</b><br><b>November 18-22, 2013</b><br>Unit 3/Week 1 (pages 10-41)<br><b>Morning Warm-Up-</b> Everyday students begin with a song and movement to prepare for learning.<br><b>Calendar-</b> Everyday students participate in calendar activities that build essential speaking skills.<br><b>Message Board-</b> Daily questions will be discussed and connected to the weekly concepts.<br><b>Build Background</b> – Display and discuss the charts Talk with Me, Sing with Me Chart 11A, 11B.<br><b>Comprehension</b> – Utilizing the trade book <i>A House for Hermit Crab</i> , big book <i>Bear Wants More</i> , and the <i>Read Aloud Anthology Bridget's Box</i> , the teacher will introduce and discuss the plot, beginning, middle and end. The teacher will discuss how to apply understanding of plot, generate clarifying questions, and identify words on a page. Review main idea and role of author/illustrator.<br><b>Letters and Sounds</b> – Utilizing the Song and Rhymes Chart 11, picture cards: bag, barn, boat, bus, bed, bear, boy, butterfly, alphabet cards: <u>Bb</u> , <u>Ii</u> , index cards, and the alphabet chart, the teacher will introduce and have students practice the letter <u>Bb</u> . The teacher will model how to identify first, middle, and last words in a sentence. Review rhyming words and the letter <u>Ii</u> .<br><b>Shared Writing</b> – The teacher will model writing using elaboration, compare/contrast student's favorite colors, and describe using sensory details.<br><b>Speaking and Listening</b> – The teacher will introduce and guide students to develop oral fluency that supports judgment about activity. | <b>Required Learning Centers</b><br><b>November 18-22, 2013</b><br>Unit 3/Week 1 (pages 6-7)<br><b>Book Corner /Listening Center–</b> Students recognize familiar books by their covers and develop awareness that print represents spoken language.<br><b>Writing for Week</b> – Students scribble to write words or ideas and write using pictures.<br><b>Discovery</b> – Students sort organisms into groups, compare organisms, and create simple data charts.<br><b>Blocks and Puzzles</b> – Students create simple representations of homes through block construction.<br><b>Dramatic Play</b> – Students begin to create experiences through dramatic representations. |
|   | <b>Required Assessments:</b><br><br>Progress Monitoring page TR29  |
|   | <b>Intervention/Enrichment:</b><br><br>Pages DI.1-DI.5   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

| <b>Timeline</b>   <b>November 18, 2013 - January 17, 2014</b>  |   |
|--|---|
| <b>Language, Vocabulary and Early Literacy</b>   | <b>UNIT 3</b>   |
| <b>Required Teaching Strategies/Student Activities</b><br><b>December 2-6, 2013</b><br>Unit 3/Week 2 (pages 52-83)<br><b>Morning Warm-Up-</b> Everyday students begin with a song and movement to prepare for learning.<br><b>Calendar-</b> Everyday students participate in calendar activities that build essential speaking skills.<br><b>Message Board-</b> Daily questions will be discussed and connected to the weekly concepts.<br><b>Build Background</b> – Display and discuss the charts. Talk with Me, Sing with Me Chart 12A, 12B<br><b>Comprehension</b> – Utilizing the trade book <i>A House for Hermit Crab</i> , big book <i>See How They Grow: Owl</i> , and the <i>Read Aloud Anthology</i> <u>Does Your Daddy Carry You on His Toes?</u> , the teacher will introduce sequencing, activate prior knowledge, summarize text, and identify and count word/spaces in the title.<br><b>Letters and Sounds</b> – Utilizing the Song and Rhymes Chart 12, picture cards: nail, newspaper, night, nose, nut, nest, net, nine, alphabet cards: <u>Nn</u> , <u>Bb</u> , index cards, and the alphabet chart, the teacher will introduce and have students practice the letter <u>Nn</u> and identify the number of syllables in a word. Review identifying first, middle, and last words in a sentence.<br><b>Shared Writing</b> – The teacher will model responding to literature and utilizing a KWL chart.<br><b>Speaking and Listening</b> – The teacher will introduce and guide students to develop oral vocabulary and respond with relevant information. | <b>Required Learning Centers</b><br><b>December 2-6, 2013</b><br>Unit 3/Week 2 (pages 48-49)<br><b>Book Corner/Listening Center</b> – Students recollect and talk about books and recognize familiar books by their cover.<br><b>Writing for Week</b> – Students write using pictures to convey meaning and copy words from a model.<br><b>Discovery</b> – Students use patterns (such as growth) and compare organisms.<br><b>Blocks and Puzzles</b> – Students build block constructions and interact with peers.<br><b>Dramatic Play</b> – Students engage in dramatic play with others. |
|  | <b>Required Assessments:</b><br><br>Progress Monitoring page TR30   |
|  | <b>Intervention/Enrichment:</b><br><br>Pages DI.6-DI.10   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

| <b>Timeline November 18, 2013 - January 17, 2014</b>   |  |
|--|--|
| <b>Language, Vocabulary and Early Literacy UNIT 3</b>  |  |
| <b>Required Teaching Strategies/Student Activities</b><br><b>December 9-13, 2013</b><br>Unit 3/Week 3 (pages 94-125)<br><b>Morning Warm-Up-</b> Every day students begin with a song and movement to prepare for learning.<br><b>Calendar-</b> Every day students participate in calendar activities that build essential speaking skills.<br><b>Message Board-</b> Daily questions will be discussed and connected to the weekly concepts.<br><b>Build Background</b> – Display and discuss “Talk with Me, Sing with Me Charts” 13A, 13B.<br><b>Comprehension</b> – Utilizing the trade book <i>Whatever the Weather</i> , big book <i>See Who They Grow: Owl</i> , and the <i>Read Aloud Anthology The Eensy-Weensy Spider</i> , the teacher will introduce and discuss comparing and contrasting, activate prior knowledge, summarize text, and identify first and last words on a page. Review counting words/spaces in a title.<br><b>Letters and Sounds</b> – Utilizing the “Song and Rhymes Chart” 13; picture cards: rock, rabbit, rainbow, rake, red, rice, robin, rug, seal, tiger, alphabet cards: <u>Rr</u> , <u>Nn</u> , <u>Cc</u> , <u>Ii</u> , <u>Bb</u> , Animal ABCs, and index cards with <u>Rr</u> Words, the teacher will introduce and have students practice the letter <u>Rr</u> and identify the number of syllables in a word. Review counting words in a sentence and the letter <u>Nn</u> .<br><b>Shared Writing</b> – The teacher will model writing using conferencing, making a list, and using punctuation (question mark).<br><b>Speaking and Listening</b> – The teacher will guide students to develop oral vocabulary, develop awareness of self and dramatize/role-play. | <b>Required Learning Centers</b><br><b>December 19-13, 2013</b><br>Unit 3/Week 3 (pages 90-91)<br><b>Book Corner/Listening Center</b> – Students recognize familiar books by their cover, hold books right side up, and listen to models of fluent reading.<br><b>Writing for Week</b> – Students write using pictures and some letters to convey meaning, write a narrative story, and dictate stories for others to write.<br><b>Discovery</b> – Students perform simple investigations, predict what will happen based on previous experience, and describe observation.<br><b>Blocks and Puzzles</b> – Students begin to observe changes in weather.<br><b>Dramatic Play</b> – Students will create an experience through dramatic representation and cooperate with others in-group activity. |
|  | <b>Required Assessments:</b><br>Progress Monitoring page TR31  |
|  | <b>Intervention/Enrichment:</b><br>Page DI.11-DI.15  |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

| <b>Timeline November 18, 2013 - January 17, 2014</b>   |  |
|--|--|
| <b>Language, Vocabulary and Early Literacy</b>   | <b>UNIT 3</b>  |
| <b>Required Teaching Strategies/Student Activities</b><br><b>December 16-20, 2013</b><br>Unit 3/Week 4 (pages 136-167)<br><b>Morning Warm-Up-</b> Every day students begin with a song and movement to prepare for learning.<br><b>Calendar-</b> Every day students participate in calendar activities that build essential speaking skills.<br><b>Message Board-</b> Daily questions will be discussed and connected to the weekly concepts.<br><b>Build Background</b> – Display and discuss “Talk with Me, Sing with Me Charts” 14A, 14B.<br><b>Comprehension</b> – Utilizing the trade book <i>Whatever the Weather</i> , big books <i>Somebody Stole My Smile!</i> , <i>Animal ABCs</i> , and the <i>Read Aloud Anthology Special Day Routine</i> , the teacher will introduce and discuss character, generate clarifying questions, recall/retell, and identify/review roles of the author and illustrator. Review compare/contrast and identify first and last words on a page.<br><b>Letters and Sounds</b> – Utilizing the “Song and Rhymes Chart” 14; picture cards: desk, dime, fan, duck, dog, door, cap, doll, pan, cap, door, rabbit, rake, rock, rug, and alphabet card: Dd, the teacher will introduce and practice the letter <u>Dd</u> and have students identify the initial sounds. Review identifying syllables in words and the letter <u>Rr</u> .<br><b>Shared Writing-</b> The teacher will model responding to literature by writing using complete sentences, using exclamation point to show emotions, and writing a story for enjoyment.<br><b>Speaking and Listening-</b> The teacher will guide students to listen for tone and content in friendly communication. | <b>Required Learning Centers</b><br><b>December 16-20, 2013</b><br>Unit 3/Week 4 (pages 132-133)<br><b>Book Corner/Listening Center</b> – Students understand the concept of word, recognize familiar books by their covers, and listen to fluent reading.<br><b>Writing for Week</b> – Students print their own names, and understand the concept of words.<br><b>Discovery</b> – Students observe changes in size, sort objects into groups, and compare objects.<br><b>Blocks and Puzzles</b> – Students build trees using block construction.<br><b>Dramatic Play</b> – Students create an experience through dramatic representations, and interact with peers. |
|  | <b>Required Assessments:</b><br><br>Progress Monitoring page TR32  |
|  | <b>Intervention/Enrichment:</b><br><br>Page DI.16-DI.20  |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

| <b>Timeline</b> <b>November 18, 2013 - January 17, 2014</b>   |   |
|---|---|
| <b>Language, Vocabulary and Early Literacy</b>  | <b>UNIT 3</b>   |
| <b>Required Teaching Strategies/Student Activities</b><br><b>January 6-10, 2014</b><br>Unit 3/Week 5 (pages 178-209)<br><b>Morning Warm-Up-</b> Every day students begin with a song and movement to prepare for learning.<br><b>Calendar-</b> Every day students participate in calendar activities that build essential speaking skills.<br><b>Message Board-</b> Daily questions will be discussed and connected to the weekly concepts.<br><b>Build Background</b> – Display and discuss “Talk with Me, Sing with Me Charts” 15A, 15B.<br><b>Comprehension</b> – Utilizing the trade books <i>Growing Like Me</i> , <i>Somebody Stole My Smile</i> , and the <i>Read Aloud Anthology</i> <u>Annie’s Wand</u> , the teacher will introduce and discuss categorizing/classifying, activate prior knowledge, summarize text, and track print from left to right on a line. Review characters in a story, identifying words/spaces in a sentence, and recognizing a sentence.<br><b>Letters and Sounds</b> – Utilizing the “Song and Rhymes Chart” 15; picture cards: kangaroo, kitten, koala, alligator, doll, hammer, key, kite, map, ox, rabbit, tent, bear, butterfly, cat, caterpillar, cow, dog, egg, robin, fan, alphabet card: <u>Kk</u> , and <i>Animal ABCs</i> , the teacher will introduce and have students practice the letter <u>Kk</u> and listen/produce rhyming words. Review identifying first, middle, and last words and the letter <u>Dd</u> .<br><b>Shared Writing</b> – Utilizing index cards and crayons the teacher will model labeling ages on a time line (chronological order), identify labels, and practice singular and plurals.<br><b>Speaking and Listening-</b> The teacher will guide students to listen for and identify data, facts, and ideas. | <b>Required Learning Centers</b><br><b>January 6-10, 2014</b><br>Unit 3/Week 5 (pages 132-133)<br><b>Book Corner/Listening Center</b> – Students recognize familiar books by their cover and identify what the author and illustrator do.<br><b>Writing for Week</b> – Students print their own names and other important words.<br><b>Discovery</b> – Students compare, sort, and identify similarities in organisms.<br><b>Blocks and Puzzles</b> – Students cooperate with others in a joint activity and sort organisms by kind of animal.<br><b>Dramatic Play</b> – Students share ideas with others and become aware of healthy behavior. |
|   | <b>Required Assessments:</b><br><br>Progress Monitoring page TR33   |
|   | <b>Intervention/Enrichment:</b><br><br>Page DI.21-DI.25   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline</b>   | <b>November 18, 2013 - January 17, 2014</b>   |
| <b>Language, Vocabulary and Early Literacy</b>  | <b>UNIT 3</b>   |
| <b>Required Teaching Strategies/Student Activities</b><br><b>January 13-17, 2014</b><br>Review Unit 3/Complete Unit Project (pg xxxv)<br><b>Morning Warm-Up-</b> Every day students begin with a song and movement to prepare for learning.<br><b>Calendar-</b> Every day students participate in calendar activities that build essential speaking skills.<br><b>Message Board-</b> Daily questions will be discussed and connected to the weekly concepts.<br><b>Build Background</b> – Display and discuss “Talk with Me, Sing with Me Charts” 11-15A, 11-15B.<br><b>Comprehension</b> – Review main idea and role of author/illustrator, counting words/spaces in a title/sentence, compare/contrast, identifying first and last words on a page, characters in a story, and recognizing a sentence.<br><b>Letters and Sounds</b> – Review rhyming words, identifying first, middle, and last words in a sentence, counting words in a sentence, identifying syllables, and the letters <u>Ii</u> , <u>Nn</u> , <u>Rr</u> , and <u>Dd</u> .<br><b>*Shared Writing</b> - The students can write a sentence describing how they looked as a baby, how they look now, and how they would look when they grow up.<br><b>Speaking and Listening</b> – The students will orally describe their pictures about change. | <b>Required Learning Centers</b><br><b>January 13-17, 2014</b><br>Review Unit 3<br><b>Book Corner/Listening Center</b> – Students recognize familiar books by their covers and develop awareness that print represents spoken language.<br><b>*Writing for Week</b> – Students write using pictures and some letters to convey meaning, write a narrative story, and dictate stories for others to write.<br><b>Discovery</b> – Students observe changes in size (growth patterns), sort objects into groups, and compare objects.<br><b>Blocks and Puzzles</b> – Students build block constructions and interact with peers.<br><b>Dramatic Play</b> – Students engage in dramatic play with others. |
|   | <b>Required Assessments:</b><br><br><b>*Review/Progress Monitoring (Common Assessments)</b>   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |  |
|---|--|
| <b>Timeline:</b> November 18, 2013 - January 17, 2014   |  |
| <b>Mathematics</b>  | <b>UNIT 3</b>  |
| <b>Competencies:</b><br>3. Develops an awareness of and uses geometry and spatial reasoning<br><br><br><br><br><br><br><br><br><br><br>1. Develops an awareness of and uses number sense, numbers, and operations<br><br><br><br><br><br><br><br><br><br><br>2. Develops an awareness of relations and patterns | <b>Objectives:</b><br>3.1 Recognizes, names, describes, and compares two dimensional shapes (circle, square, rectangle, triangle)<br>3.2 Begins to recognize, name, and compare three-dimensional shapes (e.g. cylinder, cube, cone, sphere)<br>3.3 Identifies positions if objects in space using language (e.g. under, over, beside, behind)<br><b>Review</b><br><i>1.1- Develops number sense and awareness of numbers in the environment (<b>Ongoing</b>)</i><br><i>1.2- <u>Applies one-to-one correspondence by counting concrete objects by ones to 10, then 20, then 25</u> (<b>Ongoing</b>)</i><br><i>1.3- <u>Matches quantities and numerals 1-5, then 6-9</u></i><br><i>1.4 Counts with understanding and recognizes how many in set of objects.</i><br><i>2.2 Matches, sorts, and classifies objects based on their similarities and differences.</i> |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.



**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline:</b>  | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Mathematics</b>  | <b>UNIT 3</b>                               |
| <b>Required Teaching Strategies/Students Activities:</b>  |   |
| <b>Objective 3.1</b>  |   |
| <ul style="list-style-type: none"> <li>• <b>Unit 3, Activity 1 (SF p. 68-71):</b> The students will use toothpicks and clay balls in a bowl to form various two and three-dimensional shapes. <i>This activity can also be used to teach objective 3.2.</i></li> <li>• <b>Unit 3, Activity 2 (SF p. 72-73):</b> The students will play shape bingo comparing the sides and length. <i>This activity can also be used to teach objective 3.2.</i></li> <li>• <b>Unit 3, Activity 4 (SF p. 78-81):</b> The students will use tangram cards to build objects based on shapes. The students will identify and compare the shapes. <i>This activity can also be used to teach objective 3.2.</i></li> <li>• <b>Unit 3, Activity 5 (SF p. 82-85):</b> The students will use straws to make various shapes in different positions. <i>This activity can also be used to teach objectives 3.2 and 3.3.</i></li> <li>• Provide a variety of geometric materials for students to use (e.g., <i>pattern blocks, unit blocks, puzzles, and stencils</i>) in the classroom. Provide puzzles and manipulatives that include a variety of geometric shapes including geometric puzzles of increasing complexity. (e.g., <i>puzzles made of only triangle, puzzles with square and triangle shapes</i>).</li> <li>• Provide the opportunity for the students to find basic shapes in the classroom and discuss them (e.g., a door is a rectangle, a table top may be a circle, a window may be a square).</li> <li>• <b>Making Shapes:</b> Provide materials for students to explore and create representations of shapes by constructing models. The students may use a variety of materials to build the shapes (e.g., <i>pipe cleaners, wikki stix, play dough, yarn, popsicle sticks, finger paint</i>). When the students have finished, ask them to name their shape. Discuss the shapes' attributes.</li> <li>• <b>What Shape is Missing?</b> With a small group of students, spread out the shapes (e.g., <i>circle, square, rectangle, triangle</i>) on a table. Review the names of the shapes. Have the students close their eyes. While they have their eyes closed, take away one shape. Hide the shape behind your back. Have the students open their eyes. Encourage them to look carefully and decide which shape is missing. Invite one student to identify the missing shape. Repeat the activity several times; however, rearrange and review the names of the shapes each time before you repeat the activity. <i>Extension: To increase the level of difficulty, take away two shapes at a time. When the students are successful at remembering two missing shapes, take away three at a time. This activity will help students develop memory, observation, and concentration skills.</i></li> <li>• <b>Traveling Shapes:</b> Gather a small group of students at a table. Place shapes that you have introduced around the room. Invite a student to go across the room and bring back a shape (e.g., <i>"Nina, I would like for you to bring a triangle to me."</i>). Continue the activity with each student in the group. <i>Note: You can repeat this activity several times to ensure that each student has an opportunity to find each shape.</i></li> <li>• In small groups, provide the opportunity to investigate and predict the results of putting two or more shapes together (e.g., <i>two triangles form a square</i>). Allow the students to put shapes together and form new shapes, pictures, or designs independently.</li> <li>• In a small group, use a geoboard to make different shapes. Discuss the fact that the position and orientation of shapes does not change their names (e.g., <b>▲ and ▼ are both triangles</b>). Allow the</li> </ul> |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline:</b>  | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Mathematics</b>  | <b>UNIT 3</b>                               |
| <p>students to practice making shapes independently using the geoboards.</p> <p><b>Objective 3.2</b></p> <ul style="list-style-type: none"> <li>In a small group lesson, introduce geometry solids or three-dimensional objects. In the first lesson relate the geometry solids to familiar items using the student's own vocabulary (e.g., a can is a cylinder, a box is a cube, a ball is a sphere, an ice cream cone is a cone). Provide several examples including various sizes and shapes of each three-dimensional object.</li> <li><b>Exploring Solids:</b> In a small group introduce each student to a set of geometry solids (e.g., cylinder, cube, cone, sphere). In this lesson, the student should wear a blindfold or close his/her eyes. It is important to teach the solids using the sense of touch to develop long-term memory. The class should have a set of wooden solids or plastic solids in the math-learning center. The solids should be at least two-three inches in height.</li> <li><b>Traveling Solids:</b> Place the basket of solids on a table or shelf across the room. Invite a small group of students to work with you at the table. Say, "Terrell, Please go to the table across the room and find a cylinder. Before you go, tell me what solid you will bring back to me. Very good you have the cylinder. Please, return it to the basket of solids and return to this table." Repeat the process until each student has had at least one turn with each object to do the Traveling Solids activity.</li> <li><b>What is Missing?</b> This activity can be used in a whole group or a small group. Place the different solids (e.g., cylinder, cube, cone, and sphere) on the table. Review the names of the geometry solids. Have the students close their eyes. While their eyes are closed, take away one of the solids. Ask the students to open their eyes, and look very carefully at the solids. Decide which solid is missing. Encourage them to raise their hand if they know the name of the missing solid. Invite a student to identify which solid is missing. Repeat the activity several times; however, rearrange the solids and review the names of the solids each time before you repeat the activity</li> <li>To increase the level of difficulty, rearrange the solids on the table, review the names, have the students close their eyes and take away two solids. Ask the students to open their eyes, and look very carefully at the solids. Decide which solids are missing. Encourage the students to raise their hand if they know the name of the missing solids. Invite a student to identify, which solids are missing.</li> </ul> <p><b>Objective 3.3</b></p> <ul style="list-style-type: none"> <li><b>Unit 3, Activity 6 (SF p. 86-90):</b> The students will place animal cards on a grid and identify its position based on the grid lines.</li> <li>During a whole group, introduce the concept of positional words. Invite some students to help demonstrate the activity. Say, "Ana, please come stand beside me. Jimmy, will you stand behind me. LaTonya, come stand in front of me. Terrell, please stand between Jimmy and me."</li> <li>Prepare in advance. Draw the following shapes (e.g., circle, square, rectangle, triangle) on a piece of construction paper for each student in the small group. Also give each student four stickers to use with this activity. As you say the positional word (e.g., inside, outside, between, under), the students will place the sticker on the different shapes.</li> </ul> <p style="padding-left: 40px;">•"Place your sticker inside the triangle."</p> |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|  |   |
|--|---|
| <b>Timeline:</b>   | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Mathematics</b>   | <b>UNIT 3</b>                               |
| <ul style="list-style-type: none"> <li>•“Place your sticker outside the circle.”</li> <li>•“Place your sticker between the square and the rectangle.”</li> <li>•“Place your sticker under the square.”</li> <li>• <b>Following Clues:</b> Before the lesson begins, place several objects around the room. Make a note where you placed each object in the classroom and the location of each object (e.g., cat, dog, car, unifix cube, shapes, sorting bears). Give verbal directions to each student. Remember to ask the student to repeat the directions. <ul style="list-style-type: none"> <li>•“Timmerian, look for the red triangle on the cubbies shelf.”</li> <li>•“Ana, look for the green unifix cube near the listening center.”</li> </ul> </li> </ul> |   |
| <b>Required Learning Centers:</b>  |   |
| <ul style="list-style-type: none"> <li>• <b>Math Center:</b> Prepare positional cards to illustrate different actions or words. You may take pictures to illustrate the various positions or draw a picture to illustrate the positions. This activity should be modeled for the students and then placed in the math-learning center for the students to practice independently.</li> <li>• <b>Motor Development Center:</b> In a small group, use a geoboard to make different shapes. Discuss the fact that the position and orientation of shapes does not change their names (e.g., ▲ and ▼ are both triangles). Allow the students to practice making shapes independently using the geoboards.</li> </ul>   |   |
| <b>Required Assessments:</b>   |   |
| <p><b>SF Unit 3, Activity 1:</b> Constructing 2-D and 3-D Shapes, p. 13</p> <p><b>SF Unit 3, Activity 2:</b> Shape Naming and Matching, p. 14</p> <p><b>SF Unit 3, Activity 4:</b> Composition of Shapes, pp.16-17</p> <p><b>SF Unit 3, Activity 5:</b> Completion of Rotated Figures, p. 18</p> <p><b>SF Unit 3, Activity 6:</b> Spatial Location Within A Grid, p.19</p>   |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline:</b>  | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Mathematics</b>  | <b>UNIT 3</b>                               |
| <b>Additional Strategies/Student Activities/Learning Centers:</b>   |   |
| <b>Objective 3.1</b>  |   |
| <ul style="list-style-type: none"> <li>Read the book <i>The Shape of Me and Other Stuff</i> by Dr. Seuss. Follow-up by discussing the different shapes from the book.</li> <li><b>Floor Shapes:</b> Use blue painter's tape to outline various shapes on the floor. Let the students take turns walking, marching, or hopping around the edge of the shape. Count the sides and corners of each shape. <i>Variation: Call out the name of a shape and invite a student to go stand in the shape outlined on the floor.</i></li> <li><b>I Spy:</b> In a small group, describe several shapes being sure to note how many sides and points they have. Then say, <i>"I spy something that has three (3) sides and three (3) points. What shape do I Spy?"</i> Once the students have identified the correct shape, invite a student to find the shape in the environment.</li> <li><b>Shape Walk:</b> Invite the students to take a Shape Walk outside. Encourage the students to identify the various shapes found outside. When you return to the classroom, discuss the shapes observed on the walk.</li> <li><b>Shape Scavenger Hunt:</b> Have the students find a given shape in their environment (e.g., <i>"Find a circle."</i> <i>"Find something with three points."</i> <i>"Find an object that has four sides."</i>). Encourage the students to look for shapes in their clothing, books, artwork, signs, and nature.</li> <li><b>Secret Shape Bag:</b> Place several wood or plastic shapes into a "Secret" Bag that the students cannot see through. <i>(Note: Only use shapes that you have previously introduced.)</i> Have a student reach into the bag and select a shape. Before removing the shape from the bag, have the student tell you the name of the shape. Then have the student pullout the shape and see if s/he identified the shape correctly. Continue until each student has had a turn. <i>Note: Once this activity has been done in a small group, it can become a partner activity in the math center.</i></li> </ul> |   |
| <b>Objective 3.2</b>  |   |
| <ul style="list-style-type: none"> <li><b>Geometry in the Blocks:</b> Invite the students to explore the block center and look for blocks that resemble the geometry solids. Encourage them to look for the different sizes of the various solids (e.g., cylinder, cube, cone, sphere).</li> <li>Invite the students to find 3-dimensional objects in the classroom and on the playground. Continue to relate the solids (e.g., cylinder, cube, cone, sphere) to familiar objects. You can lead the discussion by giving examples. The students will begin to see solids throughout the learning environment.</li> <li>Next, take away three solids. Repeat the steps in the activity and have the students to name the missing solids. This activity will help students develop memory skills, observation skills and concentration skills.</li> <li><b>Solids in Nature:</b> Go for a nature walk and see if the students can locate solids in nature. Help the students to understand geometry is all around us. We just need to look for it!</li> </ul>   |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline:</b>  | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Mathematics</b>  | <b>UNIT 3</b>                               |
| <b>Objective 3.3</b> <ul style="list-style-type: none"> <li> <b>Where Are My Mittens?</b> (Geometry skill using positional words) Before beginning this activity, refer to the Math Nursery Rhyme, “Three Little Kittens”. You should repeat the rhyme with the students and then do the following activity. This activity is designed to strengthen your students’ understanding of positional words. The activity may be used in a large or small group. Before the activity begins, hide one mitten from each three sets in different locations in the classroom (e.g., hide mittens under a chair, beside a bookcase, in a basket). During the group time, recite the traditional nursery rhyme with the students. Then invite one student to search for a lost mitten. When the student finds a mitten, encourage him/her to use a positional-word phrase to tell where he/she found the mitten. Repeat the process with the remaining two mittens. Continue the activity by asking three different students to hide one mitten each in a different position around the classroom. Choose another student to search for a lost mitten and describe its position. At this point in the activity, you may continue the process until each student has had a turn hiding or finding a mitten. You may introduce this activity over several days, working with a few students each day, to present the activity then repeat it on succeeding days.<br/> <b>Note:</b> Plan group activities for 15-20 minutes at one time. When the students become disinterested, stop the activity. </li> </ul> |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline</b>   | <b>November 18, 2013 - January 17, 2014</b>   |
| <b>Scientific Investigation Development</b>   |   |
| <b>UNIT 3</b>   |   |
| <b>Competencies:</b><br>1. Develops awareness of living and non-living things<br><br>2. Develops awareness of the five senses<br><br>3. Engages in practices to promote routine good health, nutrition, and safety<br><br>4. Develops awareness of observable properties of objects and materials<br><br>5. Develops awareness and appreciation for the environment<br><br>6. Engages in simple investigations using science process  | <b>Objectives:</b><br>1.3 Recognizes the needs of living things<br><br>2.1 Recognize five senses and body parts that utilize the five (5) senses<br>2.6 Sorts materials by texture<br><br>3.1 Observes and demonstrates a daily routine of healthy habits ( <i>Ongoing</i> )<br>3.2 Recognizes and selects healthy foods<br>3.3 Demonstrate safety skills<br><br>4.2 Recognizes and demonstrates use of positional and motion words ( <i>Ongoing</i> )<br><br>5.3 Understand time related vocabulary ( <i>Ongoing</i> )<br>5.4 Describes weather ( <i>Ongoing</i> )<br><br>6.1 Becomes aware of investigative process<br>6.2 Makes careful observations, using all of the senses<br>6.8 Works collaboratively with others |
| <b>Required Teaching Strategies/Student Activities:</b>   |   |
| <b>Objectives 1.3</b><br><b>Growing Corn:</b> <ul style="list-style-type: none"> <li>In a clear plastic cup, wrap a wet paper towel around the inside edge of the cup. Place the corn kernels between the cup and the paper towel, making sure to point some of the kernels up and others down. Place the cup in the sunlight. Keep the paper towel moist throughout the growing process. Encourage the students to observe how the corn grows.</li> <li>Discuss how the roots grow down and corn grows up regardless of how the kernels were originally placed. <i>Note: Butterbeans may be substituted for corn in this activity.</i></li> </ul> <b>Objectives 2.1</b><br>Sing, “ <b>Head, Shoulders, Knees, and Toes</b> ” focusing on the five senses.<br>Head shoulder knees and toes, knees and toes<br>Head shoulder knees and toes, knees and toes<br>Eyes and ears and mouth and noses<br>Head shoulder knees and toes, knees and toes |   |
| <b>Objective 2.6</b> <ul style="list-style-type: none"> <li>Cut a piece of cardboard into squares. Encourage the students to glue a textured item (e.g., <i>burlap, sandpaper, cotton balls, fur, leaves, straw, wood chips</i>) to one side of their cardboard to</li> </ul>   |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline</b>   | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Scientific Investigation Development</b>   | <b>UNIT 3</b>                               |
| <p>create a texture stamp. As the glue is drying, pour paint into shallow containers. Allow the students to dip each stamp into paint and press it onto paper to create a texture print.</p> <p><b>Objective 3.1</b></p> <ul style="list-style-type: none"> <li>• Students can watch and exercise with fitness videos (e.g. Exercise with Big Bird). (<i>Ongoing</i>)</li> <li>• Discuss with the students why it is important to exercise to have a healthy body. Host a fitness fair, with students, giving them options to participate in various events. After the students have completed the fair, give each student a ribbon, certificate, or medal for participation. <i>Note: Mississippi State University's Extension offices will set-up fitness fairs. Call your local office for more details.</i> <ul style="list-style-type: none"> <li>• Have two students swing a rope back and forth. Ask the other students to jump over it.</li> <li>• Encourage students to bounce a ball and count how many bounces the ball make.</li> <li>• Ask the students to jump from one hula-hoop to another.</li> <li>• Encourage the students to walk on a line of tape on the floor.</li> <li>• Encourage the students to gallop. Introduce skipping to the students.</li> <li>• Ask students to stand on one foot, alternating feet for fifteen to thirty seconds.</li> </ul> </li> </ul> <p><b>Objective 3.2</b></p> <ul style="list-style-type: none"> <li>• Read literature daily with students individually, in small groups, or with a large group.</li> <li>• Related books can be checked out from the local public library. Some suggested titles include: <ul style="list-style-type: none"> <li>• <i>Banana Moon</i> by Janet Marshall</li> <li>• <i>Food Crafts</i> by Chris Deshpande</li> <li>• <i>Rabbit Food</i> by Susanna Gretz</li> <li>• <i>Make Cake</i> by Frank Asch</li> <li>• <i>Strega Nona</i> by Tommie de Paola</li> <li>• <i>Growing Vegetable Soup</i> by Lois Ehlert</li> <li>• <i>An Apple a Day</i> by Melvin Berger</li> <li>• <i>Rain Makes Applesauce</i> by Julian Scheer</li> <li>• <i>The Very Hungry Caterpillar</i> by Eric Carl</li> <li>• <i>In the Night Kitchen</i> by Maurice Sendak</li> <li>• <i>What's Cooking, Jenny Archer?</i> by Ellen Conford</li> <li>• <i>Bread and Honey</i> by Frank Asch</li> <li>• <i>Apples and Pumpkins</i> by Anne Rockwell</li> <li>• <i>The Biggest Pumpkin Ever</i> by Steven Kroll</li> <li>• <i>It's Pumpkin Time</i> by Zoe Hall</li> <li>• <i>Stone Soup</i>, any version</li> <li>• <i>Walter the Baker</i> by Eric Carl</li> <li>• <i>The Milk Makers</i> by Gail</li> <li>• <i>Pretend Soup and Other Real Recipes: A Cookbook for Preschoolers and Up</i> by M. Katzen and A. Henderson</li> <li>• <i>Blueberries for Sal</i> by R. McCloskey</li> <li>• <i>Eat Your Vegetables! Drink Your Milk!</i> by A. V. L. Nunn Silverstein</li> <li>• <i>The Dairy Group</i> by H. Frost</li> </ul> </li> </ul> |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|  |   |
|--|---|
| <b>Timeline</b>  | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Scientific Investigation Development</b>  | <b>UNIT 3</b>                               |
| <ul style="list-style-type: none"> <li>• <u><i>Vegetables, Vegetables</i></u> by F. Robinson</li> <li>• <u><i>Eat Well</i></u> by A. Royston</li> <li>• <u><i>Food ABC</i></u> by P. Whitehouse</li> <li>• <u><i>I Need a Lunch Box</i></u> by Jeanette Caines</li> </ul> <p><b>Objective 3.3</b></p> <ul style="list-style-type: none"> <li>• Add community helper clothes, toys, and books to the dramatic play area. Allow the students to role-play experiences of a fire fighter, police officer, etc.</li> </ul> <p><b>Objective 4.2</b></p> <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> </ul> <p><b>Objective 5.3</b></p> <ul style="list-style-type: none"> <li>• Discuss sunset and sunrise. Show pictures for examples.</li> <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. (<i>Ongoing</i>)</li> <li>• Create two bags and include in each bag, items for daytime and nighttime. Select one object from the bag of daytime/nighttime objects. Hold it up for all the students to see and identify. Ask the students to tell you whether it’s an object to use in the daytime or in the nighttime. Once the object has been identified, ask the students to think if the object ever could be used at another time of the day. For example, if you pull out a pair of pajamas, the students would identify them as a nighttime object, but there may be circumstances (perhaps during an illness) when the pajamas could be worn during the day. Have the students take turns selecting the objects, identifying them, and classifying them as daytime and nighttime objects.</li> </ul> <p><b>Objective 5.4</b></p> <ul style="list-style-type: none"> <li>• <b>Weather Bear Activity:</b> Obtain a stuffed bear approximately the size of a three-month-old baby and different types of clothing for all types of weather (e.g., <i>bathing suit, sun suit, shorts, t-shirts, overalls, sweater, coat, hats, shoes</i>). Store the clothes in a basket. Every day, designate a different student to be the <i>meteorologist</i> (weather reporter). Ask a student to check the weather by looking or going outside. Encourage the student to dress the Weather Bear in the appropriate clothes for that day’s weather. The student will present the Weather Bear to the class with the weather report. (<i>Ongoing</i>)</li> <li>• Listen to weather reports on the radio and watch the weather on the TV. Allow the students to predict the weather.</li> <li>• Graph the weather for the month. Have students track the day on a bar graph. Compare the weather from day to day.</li> </ul> |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.



**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline</b>   | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Scientific Investigation Development</b>   | <b>UNIT 3</b>                               |
| <b>Objective 6 (<i>Ongoing</i>)</b>   |   |
| <b>Additional Teaching Strategies/Students Activities:</b>  |   |
| <b>Objective 1.3</b>  |   |
| <ul style="list-style-type: none"> <li>Discuss the variety of foods that humans eat (e.g., <i>fruits, vegetables, breads, cheese, milk, meat</i>). Consider including a variety of foods from various cultures.</li> </ul>  |   |
| <b>Objective 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6</b>  |   |
| <ul style="list-style-type: none"> <li>Allow students to explore the five senses through seasonal celebrations.</li> <li>Taste-Have a tasting party to experience treats that are normally prepared around this time of year. Some suggestions include gingerbread, peppermint, hot chocolate, Christmas cookies, baked apples etc.</li> <li>Sights-Have a classroom Christmas tree. (Type of trees may vary in order to meet the classroom needs.) Decorate the tree with ornaments created by the students. Some suggestions include finger print Christmas trees, popsicle sticks snowflakes or construction paper light bulbs necklaces.</li> <li>Sounds-Listen to the sounds of the season on CD/tape. Create “Jingle Bell” necklaces. Make a sound box and blindfold students to see if they can guess the sounds. Suggested items to include in the box are jingle bells, drums, horns, etc.</li> <li>Touch-Create ornament using applesauce, cinnamon and cookie cutters. Create mini Christmas with cone shaped ice cream cones, green icing and skittles. Make gingerbread houses from milk cartons, icing, graham crackers and gumdrops.</li> <li>Smells-Create scent jars by slitting the top in a jar; cover the jar so the students are unable to see inside. Some suggested items to place in jars include peppermint, cinnamon sticks, pine etc.</li> </ul> |   |
| <b>Objective 2.6</b>  |   |
| <ul style="list-style-type: none"> <li>Provide an opportunity for students to make silly putty. Mix two parts white glue and one part liquid starch. Add more starch until the texture is workable. Allow students to feel and have fun! Create two bags and include in each bag, items for daytime and nighttime. Select one object from the bag of daytime/nighttime objects. Hold it up for all the students to see and identify. Ask the students to tell you whether it’s an object to use in the daytime or in the nighttime. Once the object has been identified, ask the students to think if the object ever could be used at another time of the day. For example, if you pull out a pair of pajamas, the students would identify them as a nighttime object, but there may be circumstances (perhaps during an illness) when the pajamas could be worn during the day. Have the students take turns selecting the objects, identifying them, and classifying them as daytime and nighttime objects.</li> </ul>   |   |
| <b>Objective 3.1</b>  |   |
| Students can watch and exercise with fitness videos (e.g. Exercise with Big Bird). ( <i>Ongoing</i> )   |   |
| <b>Objective 3.2</b>  |   |
| <ul style="list-style-type: none"> <li>Discuss nutrition and the food pyramid with the students. Wrap boxes with various colors of paper to represent the food groups (e.g., <i>use brown paper for the bread and cereal group; use white paper for the dairy group; etc.</i>) Give the students drawing paper and ask them to draw pictures of food. Help the students cut out the pictures and glue the pictures on the boxes. Help students build a food pyramid, using the boxes. Explore the website, <a href="http://www.myfoodpyramid.com">www.myfoodpyramid.com</a>, for additional information about the food pyramid and nutrition tips for each student in the classroom.</li> </ul>   |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline</b>   | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Scientific Investigation Development</b>   | <b>UNIT 3</b>                               |
| <p><b>Objective 3.3</b></p> <ul style="list-style-type: none"> <li>Make sure that the students understand the roles that people play in responding to emergencies by role playing some scenarios with them (e.g., <i>pretend someone has stopped breathing and help the student role play calling 911 for help</i>). <i>Note: Be sure to explain to the students the importance of only using 911 for emergency situations only.</i></li> </ul>   |   |
| <b>Required Learning Centers:</b>   |   |
| <p><b>Discovery</b></p> <p><b>Magnetic Mystery:</b></p> <ul style="list-style-type: none"> <li>Create a Magnet Mystery T-chart for each student. Under magnet or not magnet. Students take magnets around the room and test objects to see if they are magnetic. They should record their findings in the record sheet. <b><i>BE SURE TO EXPLAIN THAT MAGENTS MUST BE KEPT AWAY FROM ELECTRONICS (RADIO, COMPUTERS, TELEVISIONS, ETC).</i></b></li> <li>Students show interest in investigating objects; compare textures of objects and interact with peers.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Crayons (with paper removed) paper; materials and objects with different textures, such as various leaves, sandpaper, cross-stitch, cloth, and so on. Students use crayons to create rubbings of different objects and surfaces by placing paper over each object and rubbing it with a crayon. Students may take turns showing their rubbings and guessing what the object is.</li> </ul> |   |
| <b>Resources/Materials:</b>   |   |
| <p>Crayons (paper removed)</p> <p>Typing paper</p> <p>Materials and objects with different textures (leaves, sandpaper, cross stitch, etc.)</p> <p>Assorted magnets</p> <p>T-Chart</p>  |   |
| <b>Assessment Methods:</b>  |   |
| <p>Teacher Observation</p>  |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

| Timeline   | November 18, 2013 - January 17, 2014   |
|--|--|
| Social and Emotional Development   |  |
| UNIT 3   |  |
| <p><b>Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates a positive self-concept</li> <li>2. Demonstrates control over emotions and behavior in various settings</li> <li>3. Develops positive engagement in the learning environment</li> <li>4. Develops relationships with adults and students</li> </ol> | <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1.1 Accepts attention, affection, and appreciation</li> <li>1.2 Expresses needs and preferences clearly and appropriately</li> <li>1.3 Describes feelings and thoughts using words, pictures, and stories</li> <li>1.4 Makes positive statements about self and takes pride in accomplishments</li> <li>2.1 Transitions attention from one activity to another with ease</li> <li>2.2 Accepts not being first and begins to wait his/her turn in activities</li> <li>2.3 Begins to cope effectively with disappointment</li> <li>2.4 Begins to express frustration and anger appropriately (e.g., without harming self, others, or property)</li> <li>2.5 Begins to accept the consequences of her/his actions</li> <li>3.1 Shows interest in and actively participates in various classroom activities</li> <li>3.2 Begins to understand the concept of personal property versus classroom property or other property of others</li> <li>3.3 Demonstrates appropriate use and care of classroom and personal materials</li> <li>3.5 Follows established classroom rules and simple (two- or three step) directions</li> <li>4.1 Approaches others positively and shows pleasure in being with others</li> <li>4.2 Shows interest in others by exchanging information with them</li> <li>4.3 Listens attentively to others when interacting with them</li> <li>4.4 Begins to develop a awareness of others' feelings and begins to show empathy</li> <li>4.5 Shows acceptance of individuals different from herself or himself through positive interactions</li> <li>4.6 Begins to use positive language or demonstrate affection toward others</li> <li>4.8 Plays in a small group of two to five students</li> </ol> |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District  
Office of Curriculum, Instruction and Assessment  
Pre-Kindergarten Curriculum (Unit 3)**

|   |  |
|---|--|
| <b>Timeline</b>                         | <b>November 18, 2013 - January 17, 2014</b>  |
| <b>Social and Emotional Development</b> | <b>UNIT 3</b>  |
|   | 4.10 Seeks help from others with difficult tasks<br>4.11 Begins to negotiate solutions and develop compromises appropriately |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|  |   |
|--|---|
| <b>Timeline</b>  | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Social and Emotional Development</b>  | <b>UNIT 3</b>                               |
| <b>Required Teaching Strategies/Student Activities:</b>  |   |
| <b>Objective 1.1</b>   |   |
| <ul style="list-style-type: none"> <li>Ask family members or volunteers from the community to assist in the center occasionally to provide more individualized attention and affection for the students. For example, family members could come to share lunch or community members could work with the students individually or in small groups teaching them a new craft or activity.</li> </ul>   |   |
| <b>Objective 1.2</b>   |   |
| <ul style="list-style-type: none"> <li>Ensure that the students are able to meet their physical needs when they arise. This will help them be more aware of their bodies so they will be better able to regulate their behavior. It is especially important for young students to learn how their bodies feel when they are getting hungry or thirsty, needing to go to the restroom, or feeling ill. Allow them to express these needs and help them determine the appropriate way to respond to them (<i>e.g., drink a sip of water, go to the restroom, lie down and rest</i>).</li> </ul>  |   |
| <b>Objective 1.3</b>   |   |
| <ul style="list-style-type: none"> <li>Encourage each student to share with you and others about her or his thoughts and feelings about themselves, others, and the world around him or her. When the students share their thoughts and feelings, model showing respect for them to the other students. Do not offer judgments about the student's ideas or feelings (<i>e.g., "You should not feel/think that way."</i>) nor tell the students how they should feel in a given situation (<i>e.g., "You should be happy to have a large party."</i>) Rather help the students label their emotions by asking questions and deferring to the labels they use (<i>e.g., "How do you feel about taking a trip on an airplane?" "Oh, I see, having your cousin visit makes you feel mad because he breaks your toys."</i>)</li> </ul> |   |
| <b>Objective 1.4</b>   |   |
| <ul style="list-style-type: none"> <li>As young students often think of their accomplishments in terms of physical ability, you may teach them the following song to act out:</li> </ul>   |   |
| <p style="text-align: center;"><b>I Can, You Can!</b><br/> By Pam Schiller<br/> I can put my hands up high. Can you?<br/> I can wink my eye. Can you?<br/> I can stick out my tongue. Can you?<br/> I can nod my head. Can you?<br/> I can kiss my toe. Can you?<br/> I can pull on my ear. Can you?<br/> I can wrinkle my nose. Can you?<br/> I can give myself a great big hug. Can you?<br/> And if I give my hug to you, will you give yours to me?</p>  |   |
| <b>Objective 2.1</b>   |   |
| <ul style="list-style-type: none"> <li>Give a clear announcement about upcoming transitions from popular activities with several reminders as the time to transition approaches. For example, you might give repeated warnings at 5 minutes, 3 minutes, and 1 minute before transitioning.</li> </ul>  |   |
| <b>Objective 2.2</b>   |   |
| <ul style="list-style-type: none"> <li>Model respectful ways of interacting with others when taking turns during circle activities (<i>e.g. pausing and looking at the person whose turn is next, waiting for them to begin, being attentive when they are</i></li> </ul>  |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline</b>   | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Social and Emotional Development</b>   | <b>UNIT 3</b>                               |
| <p><i>taking their turn, being aware when it is your turn so others do not have to wait on you):</i></p> <ul style="list-style-type: none"> <li>• Use songs and finger plays that encourage turn taking. (e.g., <i>using call-and-response</i>)</li> <li>• Have the students take turns sharing information (e.g., <i>Show-and-Tell</i>).</li> <li>• Read stories with repeated text and have the students say the repeated text line while you read the other text to practice the reciprocal nature of turn taking.</li> </ul> <p><b>Objective 2.3</b></p> <ul style="list-style-type: none"> <li>• Use a timer to set a limit on playtime with popular activities or toys. When the students need to transition help them find a similar activity that they will enjoy (e.g., <i>moving from blocks to puzzles</i>).</li> </ul> <p><b>Objective 2.4</b></p> <ul style="list-style-type: none"> <li>• Talk with the students to tell them that you expect them to use words rather than physical means to solve their problems and express themselves when they are angry. Teach them acceptable words to use to convey their angry emotions (e.g., <i>"That makes me angry."</i> <i>"I don't like it when you take my toy."</i>) Plan words for predictable situations: <ul style="list-style-type: none"> <li>• "Tommie, I will give you the truck when I am finished playing with it."</li> <li>• "Shanna, please tell me when you are finished with the frog puppet."</li> </ul> </li> </ul> <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>• Communicate the need for care of classroom and personal property, as well as the property of others.</li> </ul> <p><b>Objective 3.3</b></p> <ul style="list-style-type: none"> <li>• Explain to the students how you expect them to dispose of waste materials. Consider setting aside a space in the art area to collect scrap materials for use in arts crafts projects (e.g., <i>scraps of construction paper, empty cardboard boxes in good condition, clean plastic containers, paper towel and toilet paper tubes</i>). Demonstrate how to properly prepare these materials before placing them in the collection bin (e.g., <i>rinse out jars and squeeze bottles that have been emptied and dried thoroughly inside and out</i>).</li> </ul> <p><b>Objective 3.5</b></p> <ul style="list-style-type: none"> <li>• Provide dependable routines for the students so that they will learn what is expected of them and how to meet those expectations. Ensure that the students know the routines and how to complete their expected tasks.</li> <li>• Use visuals to explain the classroom rules and the daily schedule to the students. This is particularly important to help students who cannot read. It is best to use pictures or drawings of students obeying the rules or engaging in the behavior expected. You may also use some pictures or drawings of materials to represent an activity (e.g., <i>pictures of books to represent story time, drawings of swings to represent outside play</i>). <i>Note: Also display the rules and the schedule written out near the images to support</i></li> </ul> |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline</b>   | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Social and Emotional Development</b>   | <b>UNIT 3</b>                               |
| <i>language and literacy development.</i>   |   |
| <b>Objective 4.1</b>  |   |
| <ul style="list-style-type: none"> <li>• Movement: Have the students form a circle facing one another. Invite one student to start by making a simple movement (<i>e.g., clap, hop, wave</i>). Have the rest of the students repeat the movement. Have the next student in the circle make another movement and the rest of the students repeat the movement. Continue around the circle until each student has had a turn. Variation: <i>Have one student make a movement and the next student repeat it and add another one. Each student in turn should add a movement after repeating the previous ones. If a student forgets a movement or repeats them in the wrong order, let the other students help them complete the movements in order.</i></li> </ul> |   |
| <b>Objective 4.2</b>  |   |
| <ul style="list-style-type: none"> <li>• Encourage the students to draw pictures and tell stories about themselves, their families, and their cultural practices.</li> </ul>  |   |
| <b>Objective 4.3</b>  |   |
| <ul style="list-style-type: none"> <li>• Model a friendly, positive, courteous manner when listening and responding to students' comments and suggestions. Remember, when you model listening you should try to position yourself at the same physical level as the students.</li> </ul>  |   |
| <b>Objective 4.4</b>  |   |
| <ul style="list-style-type: none"> <li>• <b>What Am I Feeling?:</b> Create feeling cards with faces that express particular emotions. Ask the student to demonstrate how they feel by mimicking the faces on the feeling cards. Invite one student to identify the feeling demonstrated by his or her neighbor in the class. Have the neighbor tell what feeling she or he was expressing. Have that student guess the feeling of his or her neighbor. Continue until each student has had a turn to guess a feeling and demonstrate a feeling.</li> </ul>  |   |
| <b>Objective 4.5</b>  |   |
| <ul style="list-style-type: none"> <li>• Discuss students of different cultures and how they are the same and different from the students in the class. Discuss similarities and differences in physical characteristics (<i>e.g., skin color, eye, color, hair, height</i>) and cultural differences (<i>e.g., language, customs, clothes</i>).</li> </ul>   |   |
| <b>Objective 4.6</b>  |   |
| <ul style="list-style-type: none"> <li>• When any student is absent due to illness, have the class make a get-well card for him or her. Mail it to her or him if the size permits as students really enjoy getting mail from them. When the student returns, help him or her write a thank-you card to the class.</li> </ul>  |   |
| <b>Objective 4.8</b>  |   |
| <ul style="list-style-type: none"> <li>• Provide several toys of the same kind to encourage parallel play (<i>e.g., several pails and shovels for a sand area, several toy cars with a racetrack, a long chalkboard with several pieces of chalk</i>).</li> </ul>   |   |
| <b>Objective 4.10</b>   |   |
| <ul style="list-style-type: none"> <li>• Model seeking help for a problem. Ask the students for suggestions to accomplish a task or to deal with a situation (<i>e.g., "Grace, I need a yellow crayon to color my sun. What can I do?" "Lawrence, my hands are dirty. What should I do?"</i>)</li> </ul>  |   |
| <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 (<i>e.g., 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</li> </ul>  |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline</b>   | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Social and Emotional Development</b>   | <b>UNIT 3</b>                               |
| 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.   |   |
| <b>Required Learning Centers:</b>   |   |
| See Language Curriculum (Discovery & Dramatic Play Centers)   |   |
| <b>Required Assessment Methods:</b>   |   |
| See Language Curriculum   |   |
| <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</i> of Love 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 Alik</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>  |   |
| <b>Suggested Titles:</b>  |   |
| <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> </ul>  |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.



**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline</b>   | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Social and Emotional Development</b>   | <b>UNIT 3</b>                               |
| <ul style="list-style-type: none"> <li>•<i>Matthew's Dream</i> by Leo Lionni</li> <li>•<i>The Little Engine that Could</i> 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>   |   |
| <b>Objective 2.1</b>  |   |
| <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>  |   |
| <b>Objective 2.2</b>  |   |
| <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>   |   |
| <b>Objective 2.3</b>  |   |
| <ul style="list-style-type: none"> <li>• Read literature with students to explore ways to cope with disappointment.</li> </ul>  |   |
| <b>Suggested Titles:</b>  |   |
| <ul style="list-style-type: none"> <li>•<i>A Good Day for Listening</i> by Mary Ellen King</li> <li>•<i>Hurty Feelings</i> by Helen Lester</li> <li>•<i>Let's Talk About Feeling Defeated</i> by Joy W. Berry</li> <li>•<i>Let's Talk About Feeling Disappointed</i> by Joy W. Berry</li> <li>•<i>Let's Talk About Feeling Embarrassed</i> by Joy W. Berry</li> <li>•<i>Let's Talk About Feeling Sad</i> by Joy W. Berry</li> <li>•<i>Let's Talk About Feeling Worried</i> by Joy W. Berry</li> <li>•<i>The Hurt</i> by Teddi Doleski</li> <li>•<i>The Last Puppy</i> by Frank Asch</li> <li>•<i>The Very Lonely Firefly</i> by Eric Carle</li> <li>•<i>The Very Quiet Cricket</i> by Eric Carle</li> </ul> |   |
| <b>Objective 2.4</b>  |   |
| <ul style="list-style-type: none"> <li>• Read literature with students to explore appropriate ways to express frustration and anger.</li> </ul>   |   |
| <b>Suggested Titles:</b>  |   |
| <ul style="list-style-type: none"> <li>•<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst</li> <li>•<i>Benny's Had Enough</i> by Barbro Lindgren and Olof Landstrom</li> <li>•<i>Feet Are Not for Kicking</i> by Elizabeth Verdick</li> <li>•<i>Hands Are Not for Hitting</i> by Martine Agassi</li> <li>•<i>Just Being Me #1: I'm SO Mad!</i> By Robie Harris</li> <li>•<i>Let's Talk About Accepting "No"</i> by Joy W. Berry</li> <li>•<i>Let's Talk About Feeling Angry</i> by Joy W. Berry</li> <li>•<i>Let's Talk About Feeling Frustrated</i> by Joy W. Berry</li> <li>•<i>Let's Talk About Feeling Jealous</i> by Joy W. Berry</li> </ul>                         |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline</b>   | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Social and Emotional Development</b>   | <b>UNIT 3</b>                               |
| <ul style="list-style-type: none"> <li>•<i>The Grouchy Ladybug</i> by Eric Carle</li> <li>•<i>To the Beach! By Linda Ashman</i></li> <li>•<i>When Sophie Gets Angry...Really, Really Angry</i> by Molly Bang</li> <li>•<i>Where the Wild Things Are</i> by Maurice Sendak</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>Suggested titles include:</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 rotate as daily helpers in passing out materials and cleaning up.</li> </ul> <p><b>Objective 3.5</b></p> <ul style="list-style-type: none"> <li>• Provide dependable routines for the students so that they will learn what is expected of them and how to meet those expectations. Ensure that the students know the routines and how to complete their expected tasks.</li> </ul> <p><b>Objective 4.1</b></p> <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 include:</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 Wilhelm</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 Alike</li> <li>•<i>Will I Have a Friend?</i> By Miriam Cohen</li> </ul> |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|  |   |
|--|---|
| <b>Timeline</b>  | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Social and Emotional Development</b>  | <b>UNIT 3</b>                               |
| <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.<br/> <b>Suggested titles include:</b> <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> </li> </ul> <b>Objective 4.4</b> <ul style="list-style-type: none"> <li>• Read literature with students to explore the feelings of others.<br/> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>•<i>A Chair for My Mother</i> by Vera B. Williams</li> <li>•<i>Alfie Gives a Hand</i> by Shirley Hughes</li> <li>•<i>First Day Jitters</i> by Julie Danneberg</li> <li>•<i>Learning to Get Along: Understand and Care</i> (book series) by Cheri J. Meiners</li> <li>•<i>Toot and Puddle: You are My Sunshine</i> by Holly Hobbie</li> <li>•<i>Walter Was Worried</i> by Laura Vaccaro Seeger</li> </ul> </li> </ul> <b>Objective 4.5</b> <ul style="list-style-type: none"> <li>• Read literature with the students to explore diverse characters.<br/> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>•<i>A Very Special Critter</i> by Mercer Mayer</li> <li>•<i>Black is Brown is Tan</i> by Arnold Adoff</li> <li>•<i>Extraordinary Friends</i> by Fred Rogers</li> <li>•<i>Hats Off to Hair!</i> By Virginia Kroll</li> <li>•<i>I Have a Sister, My Sister is Deaf</i> by Jeanne Peterson</li> <li>•<i>It's Okay to Be Different</i> by Todd Parr</li> <li>•<i>Learning to Get Along: Accept and Value Each Person</i> by Cheri J. Meiners</li> <li>•<i>Margaret and Margarita</i> by Lynn Reiser</li> <li>•<i>We Are a Rainbow</i> by Nancy Tabor</li> <li>•<i>Whoever You Are</i> by Mem Fox</li> </ul> </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> |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline</b>   | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Social and Emotional Development</b>   | <b>UNIT 3</b>                               |
| <b>Objective 4.8</b> <ul style="list-style-type: none"> <li>Organize games that encourage the students to play in small groups (<i>e.g., 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>  |   |
| <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>•Best Friends</i> by Miriam Cohen</li> <li><i>•How to Be a Friend: A Guide to Making Friends and Keeping Them</i> by Laurie Kransy 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.</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> |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

| Timeline   | November 18, 2013 - January 17, 2014  |        |
|--|---|--------|
| Physical and Motor Development   |   | UNIT 3 |
| <p><b>Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Develops a sense of body coordination and explores moving in space</li> <li>2. Develops gross motor skills</li> <li>3. Develops fine motor skills</li> </ol> | <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1.1 Demonstrates a sense of balance and body coordination (<i>Ongoing</i>)</li> <li>1.2 Begins to move in rhythm to songs (<i>Ongoing</i>)</li> <li>2.1 Demonstrates coordination of large muscles to perform simple motor task (<i>e.g., climbing, jumping, throwing a ball</i>) (<i>Ongoing</i>)</li> <li>2.2 Participates in group activities involving gross motor movement (<i>Ongoing</i>)</li> <li>3.1 Demonstrates coordination of small muscles using manipulatives that vary in shape to perform simple motor tasks (<i>e.g., lacing, folding, cutting</i>) (<i>Ongoing</i>)</li> <li>3.2 Participates in group activities involving fine motor movement</li> <li>3.3 Uses a wide variety of writing tools and drawing materials (<i>Ongoing</i>)</li> <li>3.4 Demonstrates coordination of small muscles using technology (<i>Ongoing</i>)</li> </ol> |        |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline</b>   | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Physical and Motor Development</b>   | <b>UNIT 3</b>                               |
| <b>Required Teaching Strategies/Student Activities:</b>   |   |
| <b>Objective 1.1</b>  |   |
| <ul style="list-style-type: none"> <li>• Tape a piece of masking tape on the floor to make a straight line. Model walking on the line by placing one foot in front of the other (<i>heel to toe</i>). Encourage the student to walk on the line. The student may need to hold your hand at first because balancing takes a great deal of practice. Place another strip of tape four inches from the first one and allow the student to walk between the lines if he/she has difficulty. When the student feels ready, he/she might want to try walking backwards.</li> <li>• Provide practice in throwing a ball in a specified direction.</li> <li>• Allow students to throw, catch, kick, and bounce various sized balls made of different materials and textures.</li> </ul>                                     |   |
| <b>Objective 1.2</b>  |   |
| <ul style="list-style-type: none"> <li>• Model new words for the student when describing body positions and movements during creative movement activities (e.g., I am swaying like a tree, I am shaking like a tambourine, etc.)</li> </ul>   |   |
| <b>Objective 2.1</b>  |   |
| <ul style="list-style-type: none"> <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.”</li> </ul>  |   |
| <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.</li> <li>• Provide opportunities for the student to engage in stringing activities. Items to string include: <ul style="list-style-type: none"> <li>•Stringing large bead on a shoelace</li> <li>•Stringing Cheerios, Fruit Loops, or large macaroni on yarn to make a necklace.</li> </ul> </li> <li>• Provide a plastic bowl of dried beans, macaroni, or cereal and a pair of tweezers. Have the student practice picking up an item with the tweezers and transferring it to an empty bowl.</li> <li>• Allow the students to pick up coins and drop them into a piggy bank.</li> </ul>   |   |
| <b>Objective 3.2</b>  |   |
| <ul style="list-style-type: none"> <li>• Recite and act out action rhymes to encourage the student’s participation in-group activities.</li> </ul>  |   |
| <b>Objective 3.3</b>  |   |
| <ul style="list-style-type: none"> <li>• Provide writing materials for the student to experiment with in each learning center. Example: Clipboard and paper for designing blueprints and signs in the block/construction center, crayons, paintbrushes, markers, pens and pencils in the art/writing center, pads for writing lists in the kitchen area, and writing prescriptions in the dramatic play center.</li> <li>• Provide the student with finger paint, shaving cream or instant pudding, large paper, and a painter’s smock. Allow the student to paint on paper using his/her fingers. Place the student’s hand in the mixture and make handprints on another piece of paper.</li> <li>• Provide a clipboard with paper and pencil for students to copy down words they see around the room.</li> </ul> |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 3)**

|  |   |
|--|---|
| <b>Timeline</b>  | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Physical and Motor Development</b>  | <b>UNIT 3</b>                               |
| <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, Jumpstarts).</li> </ul>   |   |
| <b>Required Learning Centers:</b>  |   |
| <i>See Language/Mathematics Curriculum</i>   |   |
| <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/Manipulatives Center:</b> Lacing a duck pattern; practice buttoning a vest; farm animal puzzles.</li> <li><b>Play dough Center:</b> Create ducks using yellow play dough; make moon cakes using play dough; make the characters in “Henny Penny” and “Close Your Eyes” using cookie cutters.</li> <li><b>Creative Arts Center:</b> Students will paint a duck swimming; create duck collages using torn pieces of construction paper; make Miss Mary Mack using finger paint; make a barn using Popsicle sticks and draw farm animals around it</li> <li>Collect egg cartons and different sizes of cardboard boxes with open ends. Arrange the boxes in an open space to make an obstacle course. Provide directions for the student to complete the course and allow the student several opportunities to practice until she or he is able to complete the course. Directions may include the following: <ul style="list-style-type: none"> <li>•Step over the boxes.</li> <li>•Crawl through the box tunnel.</li> <li>•Hop over the egg cartons.</li> </ul> </li> <li>Provide an opportunity for the student in a parade with other students. Play “marching” music and encourage the students to march to the beat of the music. The students could make their own music with pie-tin drums, homemade shakers, and cardboard horns as they march through the classroom or around the playground. Play the outdoor game below to encourage the student’s participation in large group activities. <ul style="list-style-type: none"> <li>•Can you scurry through the grass like beetles?</li> <li>•Grasshoppers like to hop through the grass.</li> <li>•Let’s hop across the top of the grass looking for flowers.</li> </ul> </li> <li>Point to an object such as a tree and run with the student to the object. Touch the object and run back to where you started.</li> <li>Recite and act out action rhymes to encourage the student’s participation in-group activities.</li> <li>Sing songs with motions to act out the lyrics: (I’m A Little Teapot).</li> </ul> |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.

**Jackson Public School District  
Office of Curriculum, Instruction and Assessment  
Pre-Kindergarten Curriculum (Unit 3)**

|   |   |
|---|---|
| <b>Timeline</b>   | <b>November 18, 2013 - January 17, 2014</b> |
| <b>Physical and Motor Development</b>   | <b>UNIT 3</b>                               |
| <p style="text-align: center;"><b>I'm A Little Teapot</b><br/> I'm a little teapot, short and stout,<br/> Here is my handle, (<i>place one hand on hip</i>)<br/> Here is my spout, (<i>place other arm with hand out</i>)<br/> When I get all steamed up, Here me shout.<br/> Just tip me over and pour me out. (<i>Lean to the direction of 'spout'</i>)</p> <ul style="list-style-type: none"> <li>• Allow each student a turn holding and turning the pages of a book during large group reading.</li> <li>• Provide opportunities for students to string beads or noodles to make necklaces.</li> </ul> |   |
| <b>Resources/Materials:</b>   |   |
| <ul style="list-style-type: none"> <li>• Construction paper, glue, lacing cards, a vest with buttons on it, play dough, paint, crayons, manila paper, crayons, puzzles, Popsicle sticks, and cookie cutters</li> </ul>  |   |

Underlined item(s) within the objective indicate the focus for the month.

Objectives in italic print indicate review.

\*Asterisk indicates Portfolio item.