

Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline	January 20-February 28, 2014
Language, Vocabulary and Early Literacy	
UNIT 4	
Competencies: 1. Exhibit developmentally appropriate receptive language 2. Exhibits developmentally appropriate oral language for communication purposes 3. Demonstrates phonological and phonemic awareness 4. Demonstrates an awareness of print	Objectives: <i>1.1 Listens to others with understanding (Ongoing)</i> <i>1.2 Listens attentively to stories (Ongoing)</i> <i>1.6 Understands and follows simple two or three-step directions (Ongoing)</i> <i>2.1 Shows an increase in vocabulary by using specialized vocabulary when communicating with others (Ongoing)</i> <i>2.3 Uses language to express actions (Ongoing)</i> <i>2.4 Uses language to communicate information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation</i> <i>2.5 Uses language to recall a sequence of events or retell a familiar story</i> <i>2.6 Becomes aware of the structure of language; uses simple sentences, new vocabulary and positional words in proper context (Ongoing)</i> <i>3.1 Distinguishes words in a sentence (identifies whole words – sentence to word segmentation)</i> <i>3.2 Begins to recognize rhyming words</i> <i>3.3 Distinguishes sound units/syllables (clapping, stomping/finger tapping)</i> <i>3.5 Begins to notice beginning phonemes/sounds (not graphemes/letters)</i> <i>3.6 Begins to notice ending phonemes/sounds (not graphemes/letters) (Introduce)</i> <i>3.7 Begins to blend onset and rime (Introduce)</i> <i>3.8 Points to words in a text when reading aloud – matching spoken words with print (Ongoing)</i> <i>3.9 Begins to recognize basic sight words (Introduce)</i> <i>4.1 Recognizes local environmental print</i> <i>4.2 Understands that print conveys meaning</i> <i>4.3 Holds a book correctly and begins to understand directionality</i> <i>4.4 Recognizes first and last name in print (Ongoing)</i> <i>4.5 Begins to recognize letters of the alphabet</i> <i>4.6 Attempts writing (scribble/drawing) (Ongoing)</i> <i>4.8 Begins to develop handwriting skills (Ongoing)</i>

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<p>5. Constructs meaning when responding to a story or a picture</p>	<p><i>5.1 Shows an interest in books and reading (Ongoing)</i> <i>5.2 Joins in reading of familiar predictable/pattern books (Ongoing)</i> <i>5.3 Demonstrates understanding of literal meaning of story through questions and comments (Ongoing)</i> <i>5.4 Begins to predict an outcome (Ongoing)</i> <i>5.6 Begins to differentiate reality from fantasy</i> <i>5.7 Begins to connect information from a story to life experiences (Ongoing)</i></p>
<p>Required Teaching Strategies/Student Activities January 20-24, 2014 Unit 4/Week 1 (pages 10-41) Morning Warm-Up- Everyday students begin with a song and movement to prepare for learning. Calendar- Everyday students participate in calendar activities that build essential speaking skills. Message Board- Daily questions will be discussed and connected to the weekly concepts. Build Background – Display and discuss the charts. Talk with Me, Sing with Me Chart 16A, 16B. Comprehension – Utilizing the big books <i>Quack, Daisy, Quack!</i>, <i>Follow the Leader!</i>, and the <i>Read Aloud Anthology Five Little Ducks</i>, the teacher will introduce plot, generate clarifying questions, recall/retell, develop print awareness by tracking from left to right and top to bottom. Review categorize/classify. Letters and Sounds – Utilizing the Song and Rhymes Chart 16, picture cards: fan, five, fox, hen, robin, owl, duck, apple, foot, key, kite, six, sock, and the alphabet card <u>Ff</u>. The teacher will introduce and have students practice the letter <u>Ff</u>, and blend onsets and rimes. Review listening to and producing rhyming words. Shared Writing –The teacher will introduce and model organizing ideas, sequencing (beginning, middle, end in plot). The teacher will have students dictate experiences, write about plot and directions. Speaking and Listening- The teacher will guide students to use language to communicate with a variety of audiences for different purposes.</p>	<p>Required Learning Centers January 20-24, 2014 Unit 4/Week 1 (pages 6-7) Book Corner/Listening Center – Students select reading materials of their choice. Students recognize familiar books by their cover and understand that text is read from left to right and top to bottom. Writing for Week – Students recognize animal fantasy and create an ending for a story. Discovery – Students investigate unfamiliar objects and predict what will happen based on previous experience. Blocks and Puzzles – Students recognize spatial relationships and use available material to construct objects. Dramatic Play – Students begin to engage in dramatic play and demonstrate expressions of feeling.</p> <p>Required Assessments:</p> <p>Progress Monitoring page TR29</p> <p>Intervention/Enrichment::</p> <p>Pages DI.1-DI.5</p>

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Language, Vocabulary and Early Literacy	UNIT 4
Required Teaching Strategies/Student Activities January 27-31, 2014 Unit 4/Week 2 (pages 52-83) Morning Warm-Up- Everyday students begin with a song and movement to prepare for learning. Calendar- Everyday students participate in calendar activities that build essential speaking skills. Message Board- Daily questions will be discussed and connected to the weekly concepts. Build Background – Display and discuss the charts. Talk with Me, Sing with Me Chart 17A, 17B. Comprehension – Utilizing the trade book <i>Round Is a Moon Cake</i> , big book <i>Cassie's Word Quilt</i> , <i>Quack Daisy Quack</i> , and the <i>Read Aloud Anthology A Picnic, Hurrah!</i> , the teacher will introduce compare/contrast, help students track print from left to right and top to bottom, recognize that print and pictures have meaning, generate clarifying questions about the environment, and summarize text. Review classifying/categorizing. Letters and Sounds – Utilizing the Song and Rhymes Chart 17, picture cards: cat, cow, pig, dog, duck, octopus, olive, otter, ox, and alphabet cards: <u>Oo</u> , <u>Ff</u> , the teacher will introduce and have students practice the letter <u>Oo</u> . The students will identify the number of syllables in a word. Review letter <u>Ff</u> . Shared Writing – The teacher will compare/contrast characters' neighborhoods. Speaking and Listening- The teacher will guide students to match words to pictures. The student will listen and provide descriptions.	Required Learning Centers January 27-31, 2014 Unit 4/Week 2 (pages 48-49) Book Corner/Listening Center – Students select reading materials of their choice and value print and pictures as a means of gaining information. Writing for Week – Students identify shapes, copy words from a model, and create written texts. Discovery – Students compare textures of objects. Blocks and Puzzles – Students match shapes and sort objects by shape. Dramatic Play – Students engage in dramatic play and recognize that different cultures have different traditions. Required Assessments: Progress Monitoring page TR30 Intervention/Enrichment: Pages DI.6 – DI.10

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Language, Vocabulary and Early Literacy	UNIT 4
Required Teaching Strategies/Student Activities February 3-7, 2014 Unit 4/Week 3 (pages 94-125) Morning Warm-Up- Everyday students begin with a song and movement to prepare for learning. Calendar- Everyday students participate in calendar activities that build essential speaking skills. Message Board- Daily questions will be discussed and connected to the weekly concepts. Build Background – Display and discuss the charts. Talk with Me, Sing with Me Chart 18A, 18B. Comprehension – Utilizing the trade book <i>Round Is a Moon Cake</i> , big book <i>Henny Penny</i> , and the <i>Read Aloud Anthology We're Going on a Bear Hunt</i> , the teacher will introduce and model sequencing, help students track print from left to right and top to bottom, recall/retell, recognize that print and pictures have meaning, and use illustrations to preview and predict. Review compare/contrast. Letters and Sounds – Utilizing the Song and Rhymes Chart 18, picture cards: bat, hen, pig, duck, and alphabet cards: <u>Hh</u> , <u>Oo</u> , <u>Dd</u> , <u>Ff</u> , <u>Kk</u> , the teacher will introduce and have students practice letter <u>Hh</u> , and blend onset and rime. Review letter <u>Oo</u> and identify first, middle, and last sounds. Shared Writing – The teacher will introduce sequence of events, writing friendly letters, and compare/contrast. Speaking and Listening- The students will listen to teacher read letters.	Required Learning Centers February 3-7, 2014 Unit 4/Week 3 (pages 90-91) Book Corner/Listening Center – Students will understand that text is read from left to right and from top to bottom on a cover or page. Writing for Week – Students tell stories in sequence, copy words from a model, identify feeling, and create their own written text. Discovery – Students investigate unfamiliar objects and compare different kinds of seeds. Blocks and Puzzles – Students use available materials to construct objects. Dramatic Play – Students engage in dramatic play and retell details they have read.
	Required Assessments: Progress Monitoring page TR 31 Intervention/Enrichment: Pages DI.11 – DI.15

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Required Teaching Strategies/Student Activities February 10-14, 2014 Unit 4/Week 4 (pages 136-167) Morning Warm-Up- Every day students begin with a song and movement to prepare for learning. Calendar- Every day students participate in calendar activities that build essential speaking skills. Message Board- Daily questions will be discussed and connected to the weekly concepts. Build Background – Display and discuss “Talk with Me, Sing with Me Charts” 19A, 19B. Comprehension – Utilizing the trade book <i>Miss Mary Mack</i> , big book <i>See How They Grow: Owl</i> , and the <i>Read Aloud Anthology Mary Wore Her Red Dress</i> , the teacher will introduce and model realism and fantasy, explain how different texts are used for different purposes, track print from left to right, generate clarifying questions about events and characters, and recall/retell. Review sequencing. Letters and Sounds – Utilizing the “Song and Rhymes Chart” 19, picture cards: lake, lamp, leaf, lemon, lock, log, moon, key, fox, octopus, cat, hat, house, map, pail, pig, pillow, and alphabet cards: <u>Ll</u> , <u>Hh</u> , <u>Kk</u> , <u>Ff</u> , <u>Oo</u> , the teacher will introduce and have students practice the letter <u>Ll</u> and compare/contrast initial sounds. Shared Writing – The teacher will guide students in recognizing subject/verb agreement, writing advertisements, and writing complete sentences. Speaking and Listening- The students will identify the musical elements in literary language.	Required Learning Centers February 10-14, 2014 Unit 4/Week 4 (pages 132-133) Book Corner/Listening Center – Students select reading materials of their choice and understand that authors write for different purposes. Writing for Week – Students distinguish realism from fantasy and create their own written texts. Discovery – Students investigate objects and interact with peers. Blocks and Puzzles – Students use available materials to construct objects. Dramatic Play – Students engage in dramatic play and demonstrate creative thinking.
	Required Assessments: Progress Monitoring page 32
	Intervention/Enrichment: Pages DI.16 - DI.20

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Pre-Kindergarten Curriculum (Unit 4)

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Language, Vocabulary and Early Literacy	UNIT 4
Required Teaching Strategies/Student Activities February 17-21, 2014 Unit 4/Week 5 (pages 178-209) Morning Warm-Up- Every day students begin with a song and movement to prepare for learning. Calendar- Every day students participate in calendar activities that build essential speaking skills. Message Board- Daily questions will be discussed and connected to the weekly concepts. Build Background – Display and discuss “Talk with Me, Sing with Me Charts” 20A, 20B. Comprehension – Utilizing the trade book <i>Miss Mary Mack</i> , big book <i>Close Your Eyes</i> , and the <i>Read Aloud Anthology The Cow on Uncle Eddy’s Farm</i> , the teacher will introduce and model theme/main idea, generate clarifying questions about characters, practice capitalization and punctuation, track print from left to right, and recall/retell. Review theme. Letters and Sounds – Utilizing the “Song and Rhymes Chart” 20; picture cards: girl, goat, goose, garden, bed, grapes, bat, cat, hat, pan, can, man, leaf, lake, lamp, lemon and alphabet cards: <u>Gg</u> , <u>Ll</u> , <u>Ff</u> , <u>Hh</u> , <u>Oo</u> , the teacher will introduce and have students practice the letter <u>Gg</u> , and compare/contrast initial sounds. Review rhyming words. Shared Writing – The teacher will model writing a variety of sentences. Speaking and Listening- The students will practice working together on story telling and writing.	Required Learning Centers February 17-21, 2014 Unit 4/Week 5 (pages 174-175) Book Corner/Listening Center – Students will recognize familiar books by their cover and value print as a means of gaining information. Writing for Week – Students recognize their own names, copy words from a model, and create their own written text. Discovery – Students investigate unfamiliar objects. Blocks and Puzzles – Students match shapes, sort objects by shape, and count objects to three. Dramatic Play – Students engage in dramatic play and demonstrate creative thinking. Required Assessments: Progress Monitoring page 33 Intervention/Enrichment: Pages DI.21 – DI.25

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Language, Vocabulary and Early Literacy		UNIT 4
Required Teaching Strategies/Student Activities February 24-28, 2014		Required Learning Centers February 24-28, 2014
<p>Review Unit 4/Complete Unit Project (pg xxxv)</p> <p>Morning Warm-Up- Every day students begin with a song and movement to prepare for learning.</p> <p>Calendar- Every day students participate in calendar activities that build essential speaking skills.</p> <p>Message Board- Daily questions will be discussed and connected to the weekly concepts.</p> <p>Build Background – Display and discuss the charts. “Talk with Me, Sing with Me” Charts 16-20A, 16-20B.</p> <p>Comprehension – Review categorize/classify, compare/contrast, sequence, realism/fantasy, and theme/ main idea.</p> <p>Letters and Sounds – Review blending onsets and rimes, compare and contrast initial sounds, and the letters Ff, Oo, Hh, Ll, and Gg.</p> <p>*Shared Writing- The students will write and illustrate about an adventure, a special family outing, or a trip they have taken.</p> <p>Speaking and Listening – The students will discuss their favorite family outing, adventure, or trip.</p>		<p>Review Unit 4</p> <p>Book Corner – Students will recognize familiar books by their cover. Students will understand that text is read from left to right and from top to bottom on a cover or page, and understand that authors write for different purposes, and value print as a means of gaining information.</p> <p>Writing for Week – Students distinguish realism from fantasy, tell stories in sequence, copy words from a model, identify feeling, and create their own written texts.</p> <p>Discovery – Students investigate and compare unfamiliar objects.</p> <p>Blocks and Puzzles – Students use available materials to construct objects, match shapes, sort objects by shape, and count objects to three.</p> <p>Dramatic Play – Students engage in dramatic play about an adventure.</p>
		Required Assessments:
		*Review/Progress Monitoring (Common Assessments)
		Intervention/Enrichment:
		Review DI.1- DI.25 as needed.

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Timeline:	January 20-February 28, 2014	
Mathematics		UNIT 4
Competencies: 4. Develops an awareness of and uses measurement 1. Develops an awareness of and uses number sense, numbers, and operations 2. Develops an awareness of relations and patterns		Objectives: 4.1 Sorts and compares by size, weight, area, and temperature 4.2 Uses nonstandard measurements units 4.3 Uses common measuring instruments 4.4 Begins to use time related words(i.e. day/night, yesterday/today/tomorrow) Ongoing Review <i>1.1- Develops number sense and awareness of numbers in the environment (Ongoing)</i> <i>1.2- <u>Applies one-to-one correspondence by counting concrete objects by ones to 10, then 20, then 25</u> (Ongoing)</i> <i>1.3- <u>Matches quantities and numerals for 1-5, then 6-9</u></i> <i>1.4 Counts with understanding and recognizes how many in set of objects.</i> <i>2.2 Matches, sorts, and classifies objects based on their similarities and differences.</i>
Required Teaching Strategies/Students Activities:		
Objective 4.1 <ul style="list-style-type: none"> Unit 6, Activity 1 (SF p. 140-143): The student will compare sticks to see if they are equal length or not. <i>This activity can also be used to teach objective 4.2.</i> Unit 6, Activity 2 (SF p. 144-147): The students will use objects in socks to compare weight by holding them. Unit 6, Activity 3 (SF p. 148-151): The students will use various cups to see if they hold equal amounts or not. <i>This activity can also be used to teach objective 4.3.</i> Unit 6, Activity 4 (SF p. 152-155): The students will be given a game board and tiles to measure objects on the board and compare lengths. <i>This activity can also be used to teach objective 4.2.</i> Unit 7, Activity 3 (SF p. 176-179): The students will be given an activity board and will arrange the animals on the board by size and number. Use a variety of stacking items (e.g., stacking blocks, stacking boxes, nesting dolls, nesting cups, stacking rings) to explore the concept of largest to smallest. Arrange the sets of objects according to size, weight, or length. In discussing weight, ask the students, “<i>What does the doctor use to weigh you? To measure how tall you are?</i>” Show the students the balance scale and tell them it is another type of scale used to weigh things. Demonstrate how to use the scale by placing a stuffed animal on one side and a plastic animal on the other side. Discuss with the students how the scale tips on one end. Say, “<i>Which animal is on the side that is lower? That object is heavier. Which object is on the side that is higher? That object is lighter.</i>” Invite the students to weigh the 		

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Mathematics	UNIT 4
<p>animals and to talk about their findings as they work together. Explain that if the two sides of the scales are even, or balanced, the two objects weigh the same. Challenge the students to find how many plastic animals it takes to balance the weight of a given stuffed animal.</p> <ul style="list-style-type: none"> • Measure each student's height. Create a graph by cutting strips of colored paper to accurately represent each measurement. Write the student's name at the top of the strip and the height along the side. Tape the strips on a wall and compare (e.g., "Maya is taller than Destiny"). Periodically measure the students and add paper strips to reflect their growth. • In a small group lesson, begin to use the terms to compare the attribute blocks (e.g., larger/smaller, thicker/thinner, longer/shorter). Begin to use the term to compare the attribute of objects. Use some term like (e.g., hotter/colder, lighter/heavier, bigger/smaller). <p>Objective 4.2</p> <ul style="list-style-type: none"> • Using their hands, feet, a string, and blocks, the students can measure various objects around the classroom. Show the students that many things can be measured. Model this activity for the students by measuring a table using human hands. Count and discuss how many hand spans were used to measure the table? Encourage the students to measure the table and compare if everyone's hand is the same size and the measurement is the same. <p>Objective 4.3</p> <ul style="list-style-type: none"> • Invite the students to hold and examine measuring cups and spoons. Discuss with the students how to use these measurement instruments. Ask if they have seen these used at home. Model filling the measuring cups and spoons with sand or water. Show the students how two half cups will fill one cup. Ask the students to count the number of scoops of sand it takes to fill a certain container. Encourage the students to predict how many spoonfuls it will take to fill a certain size container. Ask the students to experiment with different cups and spoons as they fill the various containers. • Ask the students to investigate weighing different items on the balance scales. Select a group of items for the students to weigh. Ask the students to predict which item will be the heaviest or lightest. The students may use a variety of items (e.g., counting bears, pattern blocks, unit blocks, pencils, and attribute blocks). • In a small group begin the lesson by showing different objects and discuss the purpose of each. Provide opportunities for the students to handle the objects as you describe each one. Hold up two objects at the same time and invite the students to predict which is heavier. Allow the students to handle and compare the objects before making their predictions. Then demonstrate use of a balance scale as you weigh each pair of objects. Invite the students to continue comparing the objects and using the balance scale. You may add other items to the center for the students to explore, compare, and weigh. • In a small group, show the students a measuring cup and point out the marks on the side for 1 cup and $\frac{1}{2}$ cup. Fill the cup with chopped vegetables to the 1-cup mark. Invite the students to guess how many pieces of chopped vegetables are in 1 cup. Then count the pieces together. Do the same for a $\frac{1}{2}$ cup. <p>Objective 4.4</p> <ul style="list-style-type: none"> • Provide daily opportunities for the students to use words to describe movements and passage of time (e.g., <i>morning, yesterday, tomorrow, shorter time, longer time</i>). During the calendar 	

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Mathematics	UNIT 4
<p>activity, practice the concept of <i>yesterday, today, and tomorrow</i>.</p> <ul style="list-style-type: none"> • <i>“Today is Monday.”</i> • <i>“Yesterday was Sunday”</i> • <i>“Tomorrow will be Tuesday”</i> <ul style="list-style-type: none"> • In a small group use sequence cards with simple three-step stories. Invite the students to arrange the cards in order and tell a story about the sequence cards. Encourage the students to retell sequence of events in a story or an activity. • Provide opportunities for the students to use and arrange pictures of events in order (e.g., <i>first: a photo of the student eating breakfast; second: a photo of a student getting on the bus; third: photo of the student in the classroom</i>). • In a large group use the days of the week to demonstrate order for the week. Invite seven students to represent the days of the week. Prepare a label of the different days of the week for each student to hold. <i>Note: To make the label, use a 12-inch sentence strip and write the name of each day of the week. Give a label to each student as he or she lines up.</i> <ul style="list-style-type: none"> • <i>“Brandon, you will be Sunday the first day of the week.”</i> • <i>“Ana, you will be Monday the second day of the week. The day we go to school.”</i> • <i>“Timmerian, you will be Tuesday the third day of the week.”</i> • <i>“Taylor, you will be Wednesday. Wednesday is the middle of the week.”</i> • <i>“Kendrick, you will be Thursday, That is the day we go to the library.”</i> • <i>“Maya, you will be Friday is last day of the school week.”</i> • <i>“Nina, you will be Saturday the day we stay at home.”</i> • Review by asking the other students in the classroom the following questions. Continue the process until all the days of the week have been reviewed. Throughout the year continue to discuss the days of the week, and months of the year during the daily calendar activity. <ul style="list-style-type: none"> • <i>“Who is Sunday the first day of the week?”</i> • <i>“Who is Monday the second day of the week?”</i> • <i>“Who is Tuesday the third day of the week?”</i> • Provide time to discuss the sequence of the daily routine and demonstrate understanding of basic temporal relations (e.g., <i>“We will go outside after snack time.”</i>). Use sounds, songs or movements to signal transitions such as clean-up time. • Make pictures cards for students to sort and categorizes into <i>Day and Night</i>. Prepare work/picture labels for each category. • Provide and frequently refer to visual representations of the routines of the day (e.g., <i>post pictures or photos of the students that depict the daily schedule</i>) and note any changes that may occur. • Recognize that various devices measure time (e.g., <i>clock, timer, calendar</i>). Introduce students to the features of clocks and watches and refer to them throughout the day. (e.g., <i>“When the long hand is on the 1, we will clean up.”</i>). 	

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Required Learning Centers:	
<p>Building Center (SF p. 42): Making Taller Buildings—Students will work in pairs to build tall buildings using blocks (one to three floors).</p> <p>Feeding the Farm Animals—Students will use blocks to build a feeding trough. Using cubes to represent food items, students will manipulate the cubes according to subtraction story.</p> <p>Dramatic Play Center (SF p. 42): Spending Money—Students will role-play being shoppers or storekeepers. Give each student six pennies to buy items from store. Explain how money was spent.</p> <p>(SF p. 116): It All Adds Up—Students will role play shoppers or store keepers. Students will use complete sentences to tell what they bought and how much they spent altogether. Shopkeepers will check accuracy.</p> <p>Sand/Water Center (SF p. 43): How Many Are Left? —Students will work in pairs and place six items in the sand. The students will take turns selecting items from the sand to represent an addition story and use the object in the sand or water to act out the story. Tell addition story. Switch roles.</p> <p>(SF p. 116): Addition Stories—Students will use objects to act out addition stories.</p> <p>Science Center (SF p. 43): Feeding the Birds—Place bird feeder outside window and have students draw pictures of observations. Partner will take turns crossing out the birds and telling a subtraction story.</p> <p>(SF p. 117): Planting Seeds—Students will work in pairs planting seeds (one per cup) and tell how many seeds are left. Then tell subtraction sentence.</p> <p>*Motor Development: Provide the opportunity for students to fold various geometric shapes (e.g., <i>circle, square, and rectangle</i>) into halves. Allow students to paste whole and fractional parts onto manila/construction paper. This activity will illustrate the fractional part of half and also continue to show symmetry.</p> <p>Fitness Center (SF p. 116): Counting Bounces—Students will work in groups of three to demonstrate an addition sentence (e.g. 1st student bounces 1 + 2nd student bounces 3 = 3rd student bounces 4).</p> <p>Art Center (SF p. 117): How Many Fish? —Students will use fish of different colors to represent a number.</p>	
Required Assessments:	
<p>SF Unit 6, Activity 1: Direct Comparison of Length, p. 28</p> <p>SF Unit 6, Activity 2: Direct Comparison of Weight, p. 29</p> <p>SF Unit 6, Activity 3: Direct Comparison of Capacity, p. 30</p> <p>SF Unit 6, Activity 4: Length Measurement, p. 31</p>	
Additional Strategies/Student Activities/Learning Centers:	
<p>Objective 4.1</p> <p>Open and Close: Find things in the room to open and close (e.g., drawers, boxes, books, water bottles). Model opening and closing for the students. Example, “To keep the rain and wind outside, we close the window.” Allow the students many opportunities to practice opening and closing.</p> <p>Show the students three different-size shoes and invite them to comment on them. Say, “Which shoe is the longest? Which shoe is the shortest?” Help the students to order the shoes from longest to shortest. Model measuring the length of a shoe using connecting cubes. Encourage</p>	

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Timeline:	January 20-February 28, 2014
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<p>the students to count the number of cubes to tell how many cubes long the shoe is. Challenge the students to measure one of their shoes in the same manner. Invite the students to take off a shoe and trace it on construction paper. Give them pre-cut shoe prints, and encourage them to write their name on their shoe print. Laminate the shoe print and put them in the math-learning center. Encourage students to find ways to measure, sort, order, and count the shoeprints.</p> <p>Make a dinosaur footprint (approximately 3'x4'). Invite the students to see how many steps it takes to walk heel to toe across the footprint. Write the correct number of footprints on chart paper and practice subtracting numbers 1 to 5.</p> <p>Objective 4.2</p> <ul style="list-style-type: none"> • In a small group, using a string the students can measure how tall they are. The strings can be displayed to see who is the tallest and who is the shortest. Arrange the students in order beginning with the tallest. • In small group, use a string to measure the circumference of an object (e.g., pumpkin, watermelon, cantaloupe, orange, tree). • Use a pencil to measure the shelf. Investigate to see if the length of the pencil will change the length of the shelf. Encourage the students to work as partners to measure around the room. <p>Objective 4.1</p> <ul style="list-style-type: none"> • Provide materials and opportunities for the students to place objects in order from longest to shortest. Model "Thinking Aloud" as you work beside the student (e.g., "Timmerian, I think the green ribbon is longer than the yellow ribbon. What do you think? I am going to place the ribbons side by side and compare length. Yes, the green ribbon is longer than the yellow ribbon.") • During the small group lesson, line up the students and see who is the shortest. Who is the tallest? Put the students in order. <p>Objective 4.2</p> <ul style="list-style-type: none"> • In a small group give the students some paper clips to see how long a pencil is. Have the students use different size of paper clips and investigate to see if the size of clips will change the measurement of the pencil. <p>Objective 4.3</p> <ul style="list-style-type: none"> • Gather play food to weigh on a food scale. Invite the students to discuss the names of the different foods. Discuss how and why a scale is used. Choose two foods and pass them around for the students to hold. Ask them to predict which one they think weighs more. Then weigh the foods, showing how to tell which weighs more and which weighs less. Invite the students to explore predicting the weights of food and then weighing them. Encourage the students to talk about their predictions. <p>Objective 4.4</p> <ul style="list-style-type: none"> • Day and Night: Make a chart with the things we do at <i>night</i> and the things we do during the <i>day</i>. Discuss the differences (e.g., <i>clothes we wear, shoes we wear, activities at night</i>). • Make some picture cards that demonstrate the differences between <i>day</i> and <i>night</i>. Invite the students to denote day and night by standing or sitting. • Collect pictures of daily activities (e.g., <i>meals, bath, playtime, bedtime</i>) that can be described 	

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline:	January 20-February 28, 2014
Mathematics	UNIT 4
<p>using time words. Show the students each picture. Say, <i>“Tell me about this picture. What is happening?”</i> After the student has described each picture, place all the pictures in front of the student, and say, <i>“Pick out the picture of what happens first each day.”</i> After the picture is selected, ask, <i>“What happens next?”</i> Continue until all the pictures are lined up.</p>	

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline: January 20-February 28, 2014	
Scientific Investigation Development	
UNIT 4	
Competencies: 1. Develops awareness of living and non-living things 3. Engages in practices to promote routine good health, nutrition, and safety 4. Develops awareness of observable properties of objects and materials 5. Develops awareness and appreciation for the environment 6. Engages in simple investigations using science process	Objectives: 1.4 Begins to recognize parts of the human body 3.1 Observes and demonstrates a daily routine of healthy habits 3.2 Recognizes and selects healthy foods 3.3 Demonstrate safety skills 4.1 Recognizes properties (e.g., <i>color, size, shape, states of matter</i>) and compares weight, texture, and temperature 5.3 Understand time related vocabulary 5.4 Describes weather 6.1 Becomes aware of investigative process 6.2 Makes careful observations, using all of the senses 6.3 Describes, compares, sorts and classifies, and orders 6.4 Uses a variety of simple tools to extend observations 6.5 Explores materials, objects, and events and notices cause and effect 6.6 Engages in simple investigations 6.7 Describes and communicates observations, results, and ideas 6.8 Works collaboratively with others
Required Teaching Strategies/Student Activities:	
Objective 1.3 Ask the students to imagine making a peanut butter and jelly sandwich without the bread or peanut butter. It would not be a very good sandwich, would it? Every part of the sandwich is important. Just like a peanut butter sandwich, all parts of bodies are important. Have the students name as many body parts as they can. Choose one student to come up and help you. As the students name different body parts, record the name of each one on an index card and then tape the card onto the designated student's body. Discuss why each part is important. Have all the students point to or move their corresponding body parts. For example, if "knees" were suggested, your helper would place the card on his knee and then you would comment about how our knees help us walk and climb up and down the stairs.	

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Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline:	January 20-February 28, 2014
Scientific Investigation Development	
UNIT 4	
Objective 3.1 Sing the following songs with the students to stress the importance of healthy habits. <p style="text-align: center;">Clean Teeth (Tune: Row, Row, Row Your Boat) Brush, brush, brush your teeth Brush them everyday. We put some toothpaste on our brush To help stop tooth decay.</p>	
Objective 3.2 Begin the unit by filling in a KWL chart. Ask the students what they Know about food and what they Wonder about food. At the conclusion, fill in the What I Learned section. Use the daily menu at mealtime to discuss how eating appropriate foods make students strong and healthy.	
Additional Teaching Strategies/Students Activities:	
Objective 3.1 Invite a dentist to visit the class to model appropriate tooth brushing procedures and to talk with the students about what happens when they go to the dentist.	
Objective 3.2 Develop a recipe book of healthy snacks that can be prepared in the class by students. Use rebus (pictures and words) recipes to help students with mixing the ingredients.	
Objective 5.4 <ul style="list-style-type: none"> Dictate language experience charts about how the weather makes you feel, and how the weather determines the type of clothes you wear. Provide a box of clothing for all seasons. Have the students identify clothes for each season. Stock the dramatic play center with seasonal clothes. 	
Required Learning Centers:	
<u>Dramatic Play</u> <ul style="list-style-type: none"> Rearrange the dramatic play area into a doctor's office, including books, materials, and toys that students can use that would actually be in each office (e.g., a stethoscope, magazines, chairs, reflex, mallet, band-aids, cotton balls, tongue depressors etc.) 	
Sort <ul style="list-style-type: none"> Sort play food or food pictures into rings (hula hoops) to categorize them by the groups of the Food Pyramid. Make shopping lists and play grocery store. Ask the children to select healthy foods from the list of foods on the list. Seed Sorting: Draw lines with a marker to divide the paper into four sections. The students will be given a small bowl of four kinds of seeds: corn seeds, pumpkin seeds, black-eyed peas, and black beans. Sort the seeds into four sections, and glue them on the paper. 	

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline:	January 20-February 28, 2014
Scientific Investigation Development	
UNIT 4	
Resources/Materials:	
Makers Paper Small Bowls Assortment of seeds (Corn, Pumpkin, Blackeyed Peas, and Black Beans) Play food Assortment of Food Pictures	
Required Assessments:	
Teacher Observation	
Additional Teaching Strategies/Students Activities:	
Objective 3.1 <ul style="list-style-type: none"> • Invite a dentist to visit the class to model appropriate tooth brushing procedures and to talk with the students about what happens when they go to the dentist. Objective 3.2 <ul style="list-style-type: none"> • Develop a recipe book of healthy snacks that can be prepared in the class by students. Use rebus recipes to help students with mixing the ingredients. Objective 5.4 <ul style="list-style-type: none"> • Dictate language experience charts about how the weather makes you feel, and how the weather determines the type of clothes you wear. Provide a box of clothing for all seasons. Have the students identify clothes for each season. Stock the dramatic play center with seasonal clothes. 	

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline	January 20-February 28, 2014	
Social and Emotional Development		UNIT 4
Competencies: 1. Demonstrates a positive self-concept 2. Demonstrates control over emotions and behavior in various settings 3. Develops positive engagement in the learning environment 4. Develops positive relationships with adults and students	Objectives: 1.1 Accepts attention, affection, and appreciation (<i>Ongoing</i>) 1.2 Expresses needs and preferences clearly and appropriately (<i>Ongoing</i>) 1.3 Describes feelings and thoughts using words, pictures, and stories (<i>Ongoing</i>) 1.4 Makes positive statements about self and takes pride in accomplishments (<i>Ongoing</i>) 2.1 Transitions attention from one activity to another with ease (<i>Ongoing</i>) 2.2 Accepts not being first and begins to wait his/her turn in activities (<i>Ongoing</i>) 2.3 Begins to cope effectively with disappointment (<i>Ongoing</i>) 2.4 Begins to express frustration and anger appropriately (e.g., without harming self, others, or property) (<i>Ongoing</i>) 2.5 Begins to accept the consequences of her/his actions (<i>Ongoing</i>) 3.1 Shows interest in and actively participates in various classroom activities (<i>Ongoing</i>) 3.2 Begins to understand the concept of personal property versus classroom property of others (<i>Ongoing</i>) 3.3 Demonstrates appropriate use and care of classroom and personal materials (<i>Ongoing</i>) 3.5 Follows established classroom rules and simple (<i>two-or-three-step</i>) directions (<i>Ongoing</i>) 3.6 Selects tasks and begins to complete them independently (<i>Ongoing</i>) 4.1 Approaches others positively and shows pleasure in being with others (<i>Ongoing</i>) 4.2 Shows interest in others by exchanging information with them (<i>Ongoing</i>) 4.3 Listens attentively to others when interacting with them (<i>Ongoing</i>) 4.4 Begins to develop an awareness of others' feelings and begins to show empathy (<i>Ongoing</i>) 4.5 Shows acceptance of individuals different from	

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Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline	January 20-February 28, 2014
Social and Emotional Development	
UNIT 4	
	<p>herself or himself through positive interactions (<i>Ongoing</i>)</p> <p>4.6 Begins to use positive language or demonstrate affection toward others (<i>Ongoing</i>)</p> <p>4.7 Uses acceptable ways of joining an on-going activity or group (<i>Ongoing</i>)</p> <p>4.8 Plays in a small group of two to five students (<i>Ongoing</i>)</p> <p>4.9 Begins give and take cooperatively play (<i>Ongoing</i>)</p> <p>4.10 Seeks help from others with difficult tasks (<i>Ongoing</i>)</p> <p>4.11 Begins to negotiate solutions and develop compromises appropriately (<i>Ongoing</i>)</p>
Required Teaching Strategies/Student Activities:	
<p>Objective 1.1</p> <ul style="list-style-type: none"> 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. <p>Objective 1.2</p> <ul style="list-style-type: none"> Read Aladdin and the Wonderful Lamp to the students emphasizing how the genie granted Aladdin's wishes. Then play Three Wishes using a lamp like the one in the story (<i>or an imaginary one</i>). Have the students sit in a circle and pass the lamp. At their turn, the students can rub the lamp and make three wishes (<i>e.g., I wish I had a new bike, a baby sister, and some chocolate</i>). Continue around the circle until each student has a turn or passes. Note: This type of activity should not be compulsory. If a student does not want to participate, allow her or him to say, "pass." This will help the students to learn to set personal boundaries. <p>Objective 1.3</p> <ul style="list-style-type: none"> In the dramatic play center, provide small mirrors for the students to look at their facial expressions and puppets for them to use to act out different thoughts and feelings. <p>Objective 1.4</p> <ul style="list-style-type: none"> Me Puppet: Using paper bags, markers, fabrics, and yarn, have the students create puppets of themselves. After they draw their faces, they can use yarn for hair and fabrics for clothes. <p>Objective 2.1</p> <ul style="list-style-type: none"> Control how many students transition so that all of the students are not moving all at once. You may use a variety of ways to choose small groups of students to move at a time: Use a personal characteristic (<i>e.g. hair/eye color, color or type of clothing they are wearing</i>) to select students to move to a new activity. Print the student's names on index cards or sentence strips. Display one name at a time to the class without talking to signal that the student may move to a new activity. Go through the cards one at a time. Whisper each student's name so that they will have to listen quietly and attentively to hear when he or 	

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline	January 20-February 28, 2014
Social and Emotional Development	UNIT 4
<p>she may move to another activity.</p> <p>Objective 2.2</p> <ul style="list-style-type: none"> 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>). <p>Objective 2.3</p> <ul style="list-style-type: none"> 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>). <p>Objective 2.4</p> <ul style="list-style-type: none"> 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"> "Tommie, I will give you the truck when I am finished playing with it." "Shanna, please tell me when you are finished with the frog puppet." <p>Objective 2.5</p> <ul style="list-style-type: none"> 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.") <p>Objective 3.1</p> <ul style="list-style-type: none"> Place the students strategically during group time to facilitate participation (e.g., <i>spread the talkative students around the area, seat quiet students next to talkative students to encourage dialogue</i>). <p>Objective 3.2</p> <ul style="list-style-type: none"> Communicate the need for care of classroom and personal property, as well as the property of others. <p>Objective 3.3</p> <ul style="list-style-type: none"> Model caring for materials by cleaning up an area before leaving it making sure to carefully put things in their appropriate place so they will not be damaged (e.g., <i>placing pencils in a cup or pencil box carefully not to break their points, placing caps securely back on markers, placing books carefully on a shelf after reading so the pages and cover will not be torn</i>). Make sure the students never see you randomly throwing plastic toys into buckets or tubs or they will think you do not care for the materials either. <p>Objective 3.5</p> <ul style="list-style-type: none"> 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 language and literacy development.</i> 	

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline	January 20-February 28, 2014
Social and Emotional Development	UNIT 4
<p>Objective 3.6</p> <ul style="list-style-type: none"> Celebrate the student's successes. Help the students see all of the ways that they are independent in their day. Make a list of all the tasks they can accomplish themselves: <ul style="list-style-type: none"> •Chris can write his name. •Maria can button her coat. •Lela caught a ball today. •Marcus tied his shoes this morning. <p>Objective 4.1</p> <ul style="list-style-type: none"> Have the students draw a self-portrait having fun with friends they know. (<i>Note: The student's friends do not have to belong to the class.</i>) Discuss the activities drawn and have each student dictate what activity he or she is doing. Write a description of the activity on drawing if the student wants you it. <p>Objective 4.2</p> <ul style="list-style-type: none"> Post photographs of the students and their families and encourage them to talk about their photographs and the people in them. <p>Objective 4.3</p> <ul style="list-style-type: none"> Play listening games with the students: <ul style="list-style-type: none"> •Simon Says: Have one student be "Simon". Have the other students repeat his or her behaviors only when the directions are given as "Simon Says..." •Good Morning, Who?: During group time, have a student turn back to the group. Invite another student to say, "<i>Good Morning.</i>" Have the student turn back around and guess who said it. Continue taking turns until all of the students have had an opportunity to guess. <p>Objective 4.4</p> <ul style="list-style-type: none"> What Am I Feeling? 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. <p>Objective 4.5</p> <ul style="list-style-type: none"> 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 (e.g., <i>skin color, eye, color, hair, height</i>) and cultural differences (e.g., <i>language, customs, clothes</i>). <p>Objective 4.6</p> <ul style="list-style-type: none"> When any student is absent due to illness, have the class make get-well cards 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. <p>Objective 4.7</p> <ul style="list-style-type: none"> If you notice a student often engaged in solitary play, invite him or her with other students to play with you. Engage in activities that do not require adult supervision or assistance to complete (e.g., <i>art work, building sand castles, boats in a water table</i>). When the activity has begun and the students are engaged together, slowly work yourself out of the interactions and leave the students to play together independently. 	

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline	January 20-February 28, 2014
Social and Emotional Development	UNIT 4
Objective 4.8 <ul style="list-style-type: none"> Organize games that encourage the students to play in small groups (<i>e.g., ring-around the rosey, hopscotch, hot potato</i>). 	
Objective 4.9 <ul style="list-style-type: none"> Introduce different cooperative games to small groups of students. Be sure the games require the students to interact with one another like the following games (<i>i.e., compared to games like Memory that can be played independently</i>): <ul style="list-style-type: none"> Name Game: Have a small group of students sit in a circle. Model playing by saying, “<i>My name is _____ and I’m going to roll the ball to _____.</i>” Continue playing the game until all the students have had a turn. <i>Variation: The students may stand and bounce ball to each other.</i> Snatch!: Have a group of four to six students sit at a table. Display five to six familiar objects on the table (<i>e.g., car, block, cup, crayon, ring of keys</i>). Have one student cover his or her eyes or turn her or his back to the table. While this student cannot see, have one of the remaining students quietly take an object off the table and hide it in his or her lap. The student may now open her or his eyes or turn around and guess which object is missing. Have the student who removed an item replace it on the table to see if the first student’s guess was correct. <i>Variation: To increase the difficulty, have the student guess the object missing and who took it.</i> 	
Objective 4.10 <ul style="list-style-type: none"> 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>) 	
Objective 4.11 <ul style="list-style-type: none"> Listening Bingo: 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 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. 	
Required Learning Centers: See Language Curriculum (Discovery & Dramatic Play Centers)	
Required Assessment Methods: See Language Curriculum	
Additional Strategies/Student Activities/ Learning Centers:	
Objective 1.1 <ul style="list-style-type: none"> Read literature with the students to explore appropriate ways to seek and show acceptance of attention or affection. <p>Suggested Titles:</p> <ul style="list-style-type: none"> • <i>A Book of Hugs</i> by Thomas Y. Cromwell • <i>A Hug for You</i> by Margaret Anastas • <i>A Hug Goes Around</i> by Laura K. Melmed • <i>Full, Full, Full of Love</i> by Trish Cooke 	

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Pre-Kindergarten Curriculum (Unit 4)

Timeline	January 20-February 28, 2014
Social and Emotional Development	UNIT 4
Objective 1.2 <ul style="list-style-type: none"> Read literature with the students to explore appropriate ways to express their needs and preferences. <p>Suggested Titles:</p> <ul style="list-style-type: none"> •<i>Green Eggs and Ham</i> by Dr. Seuss •<i>If You Give a Moose a Muffin</i> by Laura Joffe Numeroff •<i>If You Give a Mouse a Cookie</i> by Laura Joffe Numeroff •<i>The Very Hungry Caterpillar</i> by Eric Carle 	
Objective 1.3 <ul style="list-style-type: none"> Read literature with students to learn about different feelings and ways to speak your mind. <p>Suggested titles include:</p> <ul style="list-style-type: none"> •<i>C is for Curious: An ABC of Feelings</i> by Woodleigh Hubbard •<i>Curious George's Are You Curious?</i> By H.A. Rey •<i>Feelings</i> by Alike •<i>Oh! The Things You Can Think</i> by Dr. Seuss •<i>The Feelings Book</i> by Todd Parr •<i>The Way I Feel</i> by Janan Cain •<i>Today I Feel Silly: An Other Moods That Make My Day</i> by Jamie Lee Curtis 	
Objective 1.4 <ul style="list-style-type: none"> Read literature with students to explore self-affirmations and appropriate ways to demonstrate pride and confidence. <p>Suggested Titles:</p> <ul style="list-style-type: none"> •<i>A Color of His Own</i> by Leo Lionni •<i>I Like Myself</i> by Karen Beaumont •<i>I'm Gonna Like Me: Letting Off a Little Self-Esteem</i> by Jamie Lee Curtis •<i>Inch by Inch</i> by Leo Lionni •<i>Just Me</i> by Marie Hall Ets •<i>Matthew's Dream</i> by Leo Lionni •<i>When I Was Little: A Four-Year-Old's Memoir of Her Youth</i> by Jamie Lee Curtis 	
Objective 2.1 <ul style="list-style-type: none"> 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. 	
Objective 2.2 <ul style="list-style-type: none"> 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>). 	

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Pre-Kindergarten Curriculum (Unit 4)

Timeline	January 20-February 28, 2014
Social and Emotional Development	UNIT 4
Objective 2.3 <ul style="list-style-type: none"> Read literature with students to explore ways to cope with disappointment. <p>Suggested Titles:</p> <ul style="list-style-type: none"> • <i>A Good Day for Listening</i> by Mary Ellen King • <i>Hurty Feelings</i> by Helen Lester • <i>Let's Talk About Feeling Defeated</i> by Joy W. Berry • <i>Let's Talk About Feeling Disappointed</i> by Joy W. Berry • <i>Let's Talk About Feeling Embarrassed</i> by Joy W. Berry • <i>Let's Talk About Feeling Sad</i> by Joy W. Berry • <i>Let's Talk About Feeling Worried</i> by Joy W. Berry • <i>The Hurt</i> by Teddi Doleski • <i>The Last Puppy</i> by Frank Asch • <i>The Very Lonely Firefly</i> by Eric Carle • <i>The Very Quiet Cricket</i> by Eric Carle 	
Objective 2.4 <ul style="list-style-type: none"> Read literature with students to explore appropriate ways to express frustration and anger. <p>Suggested Titles:</p> <ul style="list-style-type: none"> • <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst • <i>Benny's Had Enough</i> by Barbro Lindgren and Olof Landstrom • <i>Feet Are Not for Kicking</i> by Elizabeth Verdick • <i>Hands Are Not for Hitting</i> by Martine Agassi • <i>Just Being Me #1: I'm SO Mad!</i> By Robie Harris • <i>Let's Talk About Accepting "No"</i> by Joy W. Berry • <i>Let's Talk About Feeling Angry</i> by Joy W. Berry • <i>Let's Talk About Feeling Frustrated</i> by Joy W. Berry • <i>Let's Talk About Feeling Jealous</i> by Joy W. Berry • <i>The Grouchy Ladybug</i> by Eric Carle • <i>To the Beach!</i> by Linda Ashman • <i>When Sophie Gets Angry...Really, Really Angry</i> by Molly Bang • <i>Where the Wild Things Are</i> by Maurice Sendak 	
Objective 2.5 <ul style="list-style-type: none"> 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.") 	
Objective 3.1 <ul style="list-style-type: none"> Read literature with the students about curious or active characters. <p>Suggested Titles:</p> <ul style="list-style-type: none"> • <i>Curious George</i> by Hans Augusto Rey • <i>Who Are You, Baby Kangaroo?</i> by Stella Blackstone 	

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline	January 20-February 28, 2014
Social and Emotional Development	UNIT 4
Objective 3.2 <ul style="list-style-type: none"> Read literature with the students that illustrate community versus personal property and the property of others. <p>Suggested Titles:</p> <ul style="list-style-type: none"> <i>It's Mine</i> by Leo Lionni <i>King of the Playground</i> by Phyllis Reynolds Naylor <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes Objective 3.3 <ul style="list-style-type: none"> Have the students rotate as daily helpers in passing out materials and cleaning up. Objective 3.5 <ul style="list-style-type: none"> 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. Objective 3.6 <ul style="list-style-type: none"> Read literature with the students about completing tasks independently. <p>Suggested Titles:</p> <ul style="list-style-type: none"> <i>All By Myself</i> by Alike Brandenberg <i>I Can Do It!</i> By Jana Novotny Hunter <i>The Very Busy Spider</i> by Eric Carle Objective 4.1 <ul style="list-style-type: none"> Read literature with the students about approaching others positively and enjoying relationships with others. <p>Suggested Titles:</p> <ul style="list-style-type: none"> <i>Best Friends</i> by Miriam Cohen <i>Do You Want to Be My Friend</i> by Eric Carle <i>Friends</i> by Helme Heine <i>How to Be A Friend: A Guide to Making Friends and Keeping Them</i> by Laurie Krasny Brown <i>Let's Be Friends Again!</i> By Hans Wilhelm <i>My Friend Leslie, the Story of a Handicapped Student</i> by Maxine Rosenberg <i>We Are Best Friends</i> by Alike Objective 4.2 <ul style="list-style-type: none"> All About Me: 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. Objective 4.3 <ul style="list-style-type: none"> Read literature with the students about listening to others. <p>Suggested Titles:</p> <ul style="list-style-type: none"> <i>Learning to Get Along: Listen and Learn</i> (book series) by Cheri J. Meiners <i>Listen, Buddy</i> by Helen Lester 	

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline	January 20-February 28, 2014
Social and Emotional Development	UNIT 4
<p>•<i>The Best Time to Read</i> by Debbie Bertram</p> <p>Objective 4.4</p> <ul style="list-style-type: none"> Read literature with students to explore the feelings of others. <p>Suggested Titles:</p> <ul style="list-style-type: none"> •<i>A Chair for My Mother</i> by Vera B. Williams •<i>Alfie Gives a Hand</i> by Shirley Hughes •<i>First Day Jitters</i> by Julie Danneberg •<i>Learning to Get Along: Understand and Care</i> (book series) by Cheri J. Meiners •<i>Toot and Puddle: You are My Sunshine</i> by Holly Hobbie •<i>Walter Was Worried</i> by Laura Vaccaro Seeger <p>Objective 4.5</p> <ul style="list-style-type: none"> Read literature with the students to explore diverse characters. <p>Suggested Titles:</p> <ul style="list-style-type: none"> •<i>A Very Special Critter</i> by Mercer Mayer •<i>Black is Brown is Tan</i> by Arnold Adoff •<i>Extraordinary Friends</i> by Fred Rogers •<i>Hats Off to Hair!</i> By Virginia Kroll •<i>Have a Sister, My Sister is Deaf</i> by Jeanne Peterson •<i>It's Okay to Be Different</i> by Todd Parr •<i>Learning to Get Along: Accept and Value Each Person</i> by Cheri J. Meiners •<i>Margaret and Margarita</i> by Lynn Reiser •<i>We Are a Rainbow</i> by Nancy Tabor •<i>Whoever You Are</i> by Mem Fox <p>Objective 4.6</p> <ul style="list-style-type: none"> 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, which 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>") <p>Objective 4.7</p> <ul style="list-style-type: none"> Encourage the students to play the following games that have several quick rounds. Allow the students to join the games by using specific phrase such as "I'm in" or "I want to play now" when they feel comfortable. For those who do not want to join in immediately, allow them to observe the game nearby and ask them at each round if they want to join in. Games with quick rounds include: <ul style="list-style-type: none"> •Duck, Duck, Goose •Farmer in the Dell •Freeze Tag •Fruit Basket Turnover •Hide and Seek <p>Objective 4.8</p> <ul style="list-style-type: none"> Organize games that encourage the students to play in small groups (e.g., <i>ring-around the rosey, hopscotch, hot potato</i>). 	

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Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline	January 20-February 28, 2014
Social and Emotional Development	
UNIT 4	
Objective 4.9 <ul style="list-style-type: none"> Read literature with the students with characters that play cooperatively. Suggested Titles: <ul style="list-style-type: none"> <i>•Learning to Get Along: Share and Take Turns</i> (book series) by Cheri J. Meiners <i>•Let's Talk About Playing with Others</i> by Joy W. Berry 	
Objective 4.10 <ul style="list-style-type: none"> Read literature with the students about offering and accepting help. Suggested Titles: <ul style="list-style-type: none"> <i>•Bill and Pete to the Rescue</i> by Tomi DePaola <i>•The Moon Came Down on Milk Street</i> by Jean Gralley <i>•Tick-Tock, Drip-Drop!: A Bedtime Story</i> by Nicola Moon 	
Objective 4.11 <ul style="list-style-type: none"> Read literature with the students about conflicts and how to use negotiations and compromises to resolve these disagreements. Suggested Titles: <ul style="list-style-type: none"> <i>• Best Friends</i> by Miriam Cohen <i>• How to Be a Friend: A Guide to Making Friends and Keeping Them</i> by Laurie Kransy Brown <i>• It's Mine</i> by Leo Lionni <i>• Learning to Get Along: Talk and Work it Out</i> (book series) by Cheri J. Meiners <i>• Make Someone Smile: And 40 More Ways to Be a Peaceful Person</i> by Judy Lalli <i>• Peace Begins With You</i> by Katharine Scholes <i>• Rainbow Fish</i> and discuss behavior <i>• Riley and Rose in the Picture</i> by Susanna Gretz <i>• The Peace Book</i> by Todd Parr <i>• We Can Get Along: A Student's Book of Choices</i> by Lauren Murphy Payne 	

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 4)

Timeline	January 20-February 28, 2014
Physical and Motor Development	
UNIT 4	
Competencies: 1. Develops a sense of body coordination and explores moving in space 2. Develops gross motor skills 3. Develops fine motor skills	Objectives: 1.1 Demonstrates a sense of balance and body coordination (<i>Ongoing</i>) 2.1 Demonstrates coordination of large muscles to perform simple motor task (e.g., <i>climbing, jumping, throwing a ball</i>) (<i>Ongoing</i>) 2.2 Participates in group activities involving gross motor movement (<i>Ongoing</i>) 3.1 Demonstrates coordination of small muscles using manipulatives that vary in shape to perform simple motor tasks (e.g., lacing, folding, cutting) (<i>Ongoing</i>) 3.2 Participates in group activities involving fine motor movement 3.3 Uses a wide variety of writing tools and drawing materials (<i>Ongoing</i>) 3.4 Demonstrates coordination of small muscles using technology (<i>Ongoing</i>)
Required Teaching Strategies/Student Activities:	
Objective 1.1 <ul style="list-style-type: none"> 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"> • Step over the boxes • Crawl through the box tunnel • Hop over the egg cartons Allow students to throw, catch, kick, and bounce various sized balls made of different materials and textures. 	
Objective 1.2 <ul style="list-style-type: none"> Sing songs that encourage movement (e.g., “Hokey Pokey” and “We’ve Got the Whole World in Our Hands”). 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.) 	
Objective 2.1 <ul style="list-style-type: none"> Provide daily opportunities for the student to walk on a balance beam. Lines may be taped on the floor or drawn on the playground if you do not have a balance beam. Note: Some students will have more difficulty performing this than other students. Place a large box on its side. Have the student stand several feet from the box and try to kick a soccer 	

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Pre-Kindergarten Curriculum (Unit 4)

Timeline	January 20-February 28, 2014
Physical and Motor Development	UNIT 4
<p>ball into the box. As the student's ability increases, move the box farther away.</p> <p>Objective 2.2</p> <ul style="list-style-type: none"> Provide daily opportunities for the student to participate with other students in singing and acting out songs (e.g., "The Farmer in the Dell" and "London Bridge"). <p>Objective 3.1</p> <ul style="list-style-type: none"> Guide students as they use scissors to snip and cut play dough, newspapers, magazines, construction paper, sandpaper, tape, etc. Ask students to build a tower, road, or building with blocks (e.g., wooden, hollow, foam, bristle blocks). If the student is unable to do so, model how to build various structures. Use pattern blocks to copy, extend, and/or design block structures. <p>Objective 3.2</p> <ul style="list-style-type: none"> Recite and act out the action rhyme below to encourage the student's participation in-group activities. <p>Objective 3.3</p> <ul style="list-style-type: none"> 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. Provide opportunities for students to write or draw in sand, pudding, or shaving cream with their fingers. <p>Objective 3.4</p> <ul style="list-style-type: none"> Allow the student to place a cassette tape in the tape player to listen to music or books on tapes. 	
<p>Required Learning Centers: <i>See Language/Mathematics Curriculum</i></p>	
<p>Required Assessments: <i>See Language/Mathematics Curriculum</i></p>	
<p>Additional Strategies/ Student Activities/ Learning Centers:</p> <ul style="list-style-type: none"> Table Toys/Manipulatives Center-Build houses using manipulatives/small objects for "The House in the Meadows" and "Muncha! Muncha! Muncha!; community/neighborhood puzzles; use small legos to build different structures; lacing building structures (i.e., houses, cabins, barns, etc.) ; make different types of homes from around the world using sticks, rocks from brick houses, cotton for igloos, etc. <p style="text-align: center;">BE CREATIVE!</p> <ul style="list-style-type: none"> Play dough Center- Make a zoo and various animals using play dough. Creative Arts Center- Make animal signs using finger paint; make a carrot using torn strips of orange and green construction paper; Fill an elephant pattern using torn strips of aluminum foil and use a jelly bean or marshmallow as an eye; Make a zoo using meat trays and drinking straws. Provide red, white, and blue crepe paper to paper towel tubes. Play patriotic music. Encourage the student to march and wave his/her patriotic baton. 	

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Pre-Kindergarten Curriculum (Unit 4)

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Physical and Motor Development	UNIT 4
<ul style="list-style-type: none"> Construct a clothesline by stringing a line between two chairs. Provide clothespins and small pieces of cloth or baby clothes for the students to hang on the line. It does not matter what the student hangs on the line. Perhaps he/she could try hanging leaves, pictures, or paintings. This activity may be done indoors or outdoors. Put together puzzles (e.g., multi-level puzzles-3 to 12 pieces, table and floor puzzles). Have students write their name on a sign in sheet each morning. 	
Resources/Materials:	
<ul style="list-style-type: none"> Glue, construction paper, aluminum foil, rocks, plastic straws, small legos, lacing cards, manila paper, crayon, puzzles, finger paint, play dough, crepe paper, paper towel tubes, patriotic music, clothesline, clothespins, cloth, baby clothes, leaves, puzzles, sign-in sheet, etc. 	

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