

Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 5)

Timeline:	March 3 – April 18, 2014
Language, Vocabulary and Early Literacy	
UNIT 5	
Competencies: 1. Exhibits developmentally appropriate receptive language 2. Exhibits developmentally appropriate oral language for communication purposes 3 Demonstrates phonological and phonemic awareness 4. Demonstrates an awareness of print	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</i> <i>2.1 Shows an increase in vocabulary by using specialized vocabulary when communicating with others. (Ongoing)</i> <i>2.2 Identifies common objects and interprets pictures (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 (Ongoing)</i> <i>2.5 Uses language to recall a sequence of events or retell a familiar story (Ongoing)</i> <i>2.6 Becomes aware of the structure of language; uses simple sentences, new vocabulary, and positional words in proper context</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 (Ongoing)</i> <i>3.3 Distinguishes sound units/ syllables (clapping/stomping/finger tapping)</i> <i>3.4 Orally segments, blends, and deletes syllables</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)</i> <i>3.7 Begins to blend onset and rime</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</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>

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5. Constructs meaning when responding to a story or a picture	<p>4.6 Attempts writing (scribble/drawing) (<i>Ongoing</i>)</p> <p>4.7 Understands that different text forms are used for different purposes (<i>Introduce</i>)</p> <p>4.8 Begins to develop handwriting skills (<i>Ongoing</i>)</p> <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 story through questions and comments (<i>Ongoing</i>)</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 Begin to attempt to write a message as part of play</p>
Required Teaching Strategies/Student Activities March 3-7, 2014 Unit 5/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 Talk with Me, Sing with Me Chart 21A, 21B. Comprehension – Utilizing the trade book <i>The Seals on the Bus</i> , big book <i>Close Your Eyes</i> , and the <i>Read Aloud Anthology</i> <u>Teddy Bear</u> , <u>Teddy Bear</u> , the teacher will introduce and model sequencing, matching spoken to printed words, previewing and predicting, recalling and retelling, and capitalization of letters and punctuation. Review realism and fantasy.	Required Learning Centers March 3-7, 2014 Unit 5/Week 1 (pages 6-7) Book Corner/ Listening Center – Students hold books right side up, read familiar text from picture context, and respond in ways that reflect understanding. Writing for Week – Students copy words from a model, write using pictures and letters to convey meaning, and write narratives. Discovery – Students sort organisms into groups and begin to describe how groups are organized, identify similarities and differences and creating simple data charts. Blocks and Puzzles – Students create simple representations of a community. Dramatic Play – Students engage in dramatic play by sharing ideas and making lists of animals.
	Required Assessments: Progress Monitoring page TR29

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<p>Letters and Sounds – Utilizing Song and Rhymes Chart 21, picture cards: bed, can, cat, crab, dog, drum, hen, log, man, nail, pail, pen, red, elephant, octopus, goat, goose, bear, bat, camel, tiger, cow, toad, alphabet cards: <u>Ee</u>, <u>Gg</u>, <u>Hh</u>, <u>Oo</u>, and the animal ABCs, the teacher will introduce and have students practice the letter <u>Ee</u>. The teacher will model comparing and contrasting initial sounds, and producing rhyming words.</p> <p>Shared Writing – The teacher will guide students in making a list, and writing a variety of elaborate sentences.</p> <p>Speaking and Listening- The students will respond to rhythmic and predictable reading materials.</p>	<p>Intervention/Enrichment:</p> <p>Pages DI.1- DI.5</p>
<p>Required Teaching Strategies/Student Activities March 17-21, 2014</p> <p>Unit 5/Week 2 (pages 52-83)</p> <p>Morning Warm-Up- Everyday students begin with a song and movement to prepare for learning.</p> <p>Calendar- Everyday 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 Talk with Me, Sing with Me Chart 22A, 22B.</p> <p>Comprehension – Utilizing the trade book <i>The Seals on the Bus</i>, big books <i>Wynken, Blynken, and Nod</i> and <i>Animal ABCs</i>, and the <i>Read Aloud Anthology Hey Diddle Diddle</i>, the teacher will introduce and model realism and fantasy, identifying parts of a book, monitor comprehension, recall/retell, and match spoken to printed words. Review sequencing.</p>	<p>Required Learning Centers March 17-21, 2014</p> <p>Unit 5/Week 2 (pages 48-49)</p> <p>Book Corner – Students identify familiar books by their covers, identify titles of books, and listen to models of fluent reading.</p> <p>Writing for Week – Students write using pictures to convey meaning, develop fine motor skills, and copy words from models.</p> <p>Discovery – Students will ask and answer questions while performing simple investigations and sorting objects into groups based on characteristics.</p> <p>Blocks and Puzzles – Students will cooperate with others to create simple representations through block construction.</p> <p>Dramatic Play – Students cooperate with others in dramatizing the story, <i>Wynken, Blynken, and Nod</i>.</p> <p>Required Assessments:</p> <p>Progress Monitoring page TR 30</p>

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<p>Letters and Sounds – Utilizing Song and Rhymes Chart 22, picture cards: butterfly, kitten, moon, sun, window, bear, bat, cow, dog, duck, fox, goat, hen, kitten, mouse, pig; alphabet cards <u>Ww</u> and <u>Ee</u>, and Alphabet Chart, the teacher will introduce and have students practice the letter <u>Ww</u>. The teacher will have students substitute initial sounds, and identify number of syllables. Review <u>Ee</u> and identifying the number of syllables.</p> <p>Shared Writing – The teacher will guide students in generating ideas, revising, editing, publishing and presenting their writing.</p> <p>Speaking and Listening- The students will practice reading and reciting poetry.</p>	<p>Intervention/Enrichment:</p> <p>Pages DI.6- DI.10</p>

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Language, Vocabulary and Early Literacy	UNIT 5
Required Teaching Strategies/Student Activities March 24-28, 2014 Unit 5/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 Talk with Me, Sing with Me Chart 23A, 23B. Comprehension – Utilizing the trade book <i>The Big Trip</i> , big books <i>Wynten</i> , <i>Blynken</i> , and <i>Nod</i> , <i>See How They Grow: Owl</i> and <i>Animal ABCs</i> , and the <i>Read Aloud Anthology The Ants Go Marching</i> , the teacher will introduce and model realism and fantasy, identify parts of a book, monitor comprehension, recall/retell, and match spoken to printed words. Review sequencing. Letters and Sounds – Utilizing Song and Rhymes Chart 23, picture cards: jug, mug, rug, hen, pen, ten, wig, pig, map, cap lake, cake, alphabet card <u>Jj</u> and Alphabet Chart, the teacher will introduce and have students practice the letter Jj. The teacher will have students practice substituting initial sounds, and blend onset and rime. Review <u>Ww</u> and realism and fantasy. Shared Writing – The teacher will guide students in writing a plan. Speaking and Listening- The students will identify and understand elements of cause and effect.	Required Learning Centers March 24-28, 2014 Unit 5/Week 3 (pages 90-91) Book Corner – Students identify the roles of author and illustrator, recollect and talk about books, and interact with peers. Writing for Week – Students write using pictures and some letters to convey meaning, write a description, and develop fine motor skills. Discovery – Students will sort objects into groups and begin to describe how groups are organized, participate in creating simple data charts, and identifying similarities and differences among objects and organism. Blocks and Puzzles – Students will cooperate with others in a joint activity, creating simple representations through block constructions, developing their fine motor skills. Dramatic Play – Students make lists, participate in dramatic play, and share ideas.
	Required Assessments: Progress Monitoring page TR 31

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Required Teaching Strategies/Student Activities March 31-April 4, 2014 Unit 5/Week 4 (pages 136-167) 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 Talk with Me, Sing with Me Chart 24A, 24B. Comprehension – Utilizing the trade book <i>The Big Trip</i> , <i>Big book My Truck Is Stuck</i> and <i>Animal ABCs</i> , and the <i>Read Aloud Anthology</i> <u>Windshield Wipers</u> , the teacher will introduce, practice, apply and monitor plot, identify and count words and spaces in the title, recall and retell, recognize text structure, respond to a story, and review character. Letters and Sounds – Utilizing Song and Rhymes Chart 24, picture cards: box, fox, six, boy, sock, fan, ox, and picture cards for <u>Bb</u> , <u>Ff</u> , <u>Hh</u> , <u>Nn</u> , <u>Oo</u> , alphabet cards: <u>Xx</u> , and <u>Jj</u> , and Alphabet Chart, the teacher will introduce and have students practice the letter <u>Xx</u> . The teacher will have the students practice segmenting and blending 3- and 4-phoneme words. Review <u>Jj</u> , and substitute initial sounds. Shared Writing – The teacher will guide students in writing a help wanted ad, friendly letter, and developing plot. Speaking and Listening- The students will practice solving problems.	Required Learning Centers March 31-April 4, 2014 Unit 5/Week 4 (pages 132-133) Book Corner – Students will respond in ways that reflect understanding, listen to models of fluent reading, and show an interest in books. Writing for Week – Students write a note, copy words from a model, and print own name. Discovery – Students will share observations through discussions, begin to give explanations, and explore by manipulating materials with simple equipment. Blocks and Puzzles – Students will recognize and name shapes, sort blocks by shape, and count by ones. Dramatic Play – Students will interact with one another in a joint activity, engage in dramatic play, and participate in conversations.
	Required Assessments: Progress Monitoring page TR 32

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Language, Vocabulary and Early Literacy	
UNIT 5	
Required Teaching Strategies/Student Activities April 7-11, 2014 Unit 5/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” 25A, 25B. Comprehension – Utilizing the trade book <i>Subway</i> , big books <i>My Truck is Stuck</i> and <i>Animal ABCs</i> , and the <i>Read Aloud Anthology</i> <i>Down by the Station</i> , the teacher will introduce and model setting, match spoken to printed words, monitor comprehension, recall/retell, identify and count words and spaces. Review sequencing. Letters and Sounds – Utilizing “Song and Rhymes Chart” 25, picture cards: bus, cup, drum, nut, rug, hat, and mop, alphabet cards: <u>Uu</u> , <u>Jj</u> , <u>Ww</u> , <u>Ee</u> , the teacher will introduce and have students practice the letter <u>Uu</u> . The teacher will have the students practice segmenting, and blending 3-and 4-phoneme words. Review <u>Xx</u> and blend onset and rimes. Shared Writing – The teacher will guide students in writing a personal narrative, making a poster, and giving directions. Speaking and Listening- The students will express an opinion or judgment.	Required Learning Centers April 7-11, 2014 Unit 1/Week 1 (pages 174-175) Book Corner – Students listen to models of fluent reading, recognize and identify setting, and recognize familiar books by their covers. Writing for Week – Students print their own names and other words, dictate stories to others, and scribble as if to write words. Discovery – Students use simple measuring devices to learn about foot length, compare lengths, and order lengths from shortest to longest. Blocks and Puzzles – Students create simple representations of a community through block constructions, beginning to use words that indicate relative location and interacting with peers. Dramatic Play – Students engage in dramatic play and respond to a story.
	Required Assessments: Progress Monitoring page TR 33
	Intervention/Enrichment: Pages DI.21- DI.25

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UNIT 5	
Required Teaching Strategies/Student Activities April 14-16, 2014	Required Learning Centers April 14-16, 2014
Unit 5 Review / Complete Unit Project (pg xxxv) 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” 21-25A, 21-25B. Comprehension – Review categorize/classify, compare/contrast, sequence, realism/fantasy, and theme/main idea. Letters and Sounds – Review blending onsets and rimes, compare and contrast initial sounds, and the letters <u>Ff</u> , <u>Oo</u> , <u>Hh</u> , <u>Ll</u> , and <u>Gg</u> . *Shared Writing- The students will write and illustrate about an adventure, a special family outing, or a trip they have taken. Speaking and Listening – The students will discuss their favorite family outing, adventure, or trip.	Unit 5 Review Book Corner – Students will recognize familiar books by their cover; understand that text is read from left to right and from top to bottom on a cover or page; that authors write for different purpose; and value print as a means of gaining information. Writing for Week – Students distinguish realism from fantasy, tell stories in sequence, copy words from a model, identify feeling, and create their own written text. Discovery – Students investigate and compare unfamiliar objects. Blocks and Puzzles – Students use available materials to construct objects, match shapes, sort objects by shape, and count objects to three. Dramatic Play – Students engage in dramatic play about an adventure.
	Required Assessments:
	*Review/Progress Monitoring (Common Assessments)
	Intervention/Enrichment:
	Review DI.1- DI.25 as needed.

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Timeline:	March 3 – April 18, 2014
Mathematics	UNIT 5
Competencies: 5. Begins to analyze and interpret data. 1. Develops an awareness of and uses number sense, numbers, and operations 2. Develops an awareness of relations and patterns 4. Develops an awareness of and uses measurement	Objectives: 5.1 Creates graphs using concrete objects or pictures. 5.2 Represents ideas or experiences using graphs. 5.3 Uses graphs to answer questions 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 (Ongoing)</u></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> <i>4.4 Begins to use time related words(i.e. day/night, yesterday/today/tomorrow) Ongoing</i>
Required Teaching Strategies/Students Activities: Objective 5.1 <ul style="list-style-type: none"> Unit 3, Activity 3 (SF p. 74-77): The students will use a grid coordinating shape and color. <i>This activity can also be used to teach objective 5.2 and 5.3.</i> Unit 6, Activity 5 (SF p. 156-159): The students will color ice cream cones to represent what flavor they like best. The teacher will guide the students in making a graph to see which flavor is the most popular. <i>This activity can also be used to teach objective 5.2 and 5.3.</i> Apple Graph: Using an apple template, make several large apples out of construction paper in the three different colors (e.g., red, green, yellow). Make a large three-column graph using a shower curtain, plastic tablecloth, or butcher paper. At the top of the graph, put a sample apple of the different colors. Place the remaining red, green, and yellow paper apples in a basket. Invite the students to select a paper apple from the basket and place it on the chart under the appropriate color. Note: Introduce this activity in a large group using the questions listed on page 117, Mississippi Early Learning Guidelines Checklist. After the students understand how to make a graph in this manner, you may place laminated photocopies of the graph template and many small paper apples in the math center for the students to make graphs independently 	

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<p>or in small groups.</p> <ul style="list-style-type: none"> • Shape Graph: Prepare in advance, a copy of a bar graph using a two-column, three-column, or four-column graph for each student. Glue a different foam shape at the top of each column. Give each student a copy of the bar graph and a zip lock bag of foam shapes. Invite the students to place the shapes on the bar graph in the appropriate column. Note: Foam shapes in various shapes, sizes, and colors may be found at discount or craft stores. Use the questions on page 117, Mississippi Early Learning Guidelines Checklist, to introduce this activity in a small group; then place it in the math center for the students to use individually. You may also graph: <ul style="list-style-type: none"> •Sea shells (may be found at craft stores) •Pattern blocks (may be found at early care provider supply stores) • Read to the students daily in small groups and in large groups. Some suggested titles about data collection, tabulating results, and bar graphs are: <ul style="list-style-type: none"> •<i>Lemonade for Sale</i> by Stuart J. Murphy •<i>The Best Vacation Ever</i> by Stuart J. Murphy • Birthday Photograph: In advance, take a picture of each student and laminate it. Make a large twelve-column graph on poster board or on a bulletin board. At the top of the graph, label each column with the name of one month. Help the students place their picture under the month in which their birthday occurs. Note: Introduce this activity using the questions on page 117, Mississippi Early Learning Guidelines Checklist. • Weather Graph: You may purchase a weather chart from an early care provider supply store and laminate it for long-term use. The weather chart will include pictures to represent various types of weather (e.g., sunny, rainy, windy, cloudy, cold, hot). Chart the weather daily by asking a student to tell about the weather that day. After the group agrees how to classify the weather, put an X in one of the boxes under the appropriate picture. Note: Some days may have more than one type of weather. For example, it may be cold and rainy. You may use the questions on page 117, Mississippi Early Learning Guidelines Checklist, to enhance the students' graphing skills. <p>Objective 5.2</p> <ul style="list-style-type: none"> • When using graphs to represent the student's preferences, ideas, or experiences, you may use small items for graphing including: <ul style="list-style-type: none"> •Stickers or Post-it notes • Paper shapes or figures •Student's names or pictures •Tally marks or checkmarks <p>Objective 5.3</p> <ul style="list-style-type: none"> • Apple Graph: After completing this graph, ask the students the following questions to help them interpret the graph: <ul style="list-style-type: none"> •“How many red apples do we have on the graph? Let's count the red apples together.” Model touching each apple as you count the number. •“Next, let's count the yellow apples together.” Model touching each apple as you count 	

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<p>each number.</p> <ul style="list-style-type: none"> •“Which color apples has more apples on the graph—red or yellow?” Help the students compare the red apples to the yellow apples using one-to-one correspondence (e.g., Touch one red apple, then one yellow apple alternating. Continue up the columns until one has more than the other). •“Next, let’s count the green apples together.” Model touching each apple as you count each number. •“Which color of apples do we have the most?” This question can be asked before counting the items for practice estimating or after counting for interpreting the graph. •“Which color of apples do we have the least?” This question can be asked before counting the items for practice estimating or after counting for interpreting the graph. •“How many more red apples do we have than green apples?” <ul style="list-style-type: none"> • Shape Graph: After they complete their graphs, ask the students individually the following or similar questions to help them interpret their graphs (as the students’ graphs will vary according to their beginning materials): <ul style="list-style-type: none"> •“Which graph column has the most shapes?” •If the first row has green triangles; ask, “What is the total number of green triangles?” •“Which two columns have the same number of shapes?” Compare two columns of shapes. •“Which column has the least number of shapes?” Count with the students and model touching each shape as you count. • Yes or No Graphs: After completing this graph, ask the students the following or similar questions to help them compare and interpret the graph: “<i>Do you have a pet?</i>” <ul style="list-style-type: none"> •“How many students in our classroom <i>have</i> a pet?” •“How many students in our classroom <i>do not</i> have a pet?” •“How many <i>more</i> students have pets than ones who do not have pets?” 	
<p>Required Learning Centers:</p> <p>Dramatic Play Center (SF p. 136): Our Collection—Students will use objects to make a graph showing how many items.</p> <p>Art Center (SF p. 137): Graphing Pizzas—Students will use paper plates to create a pizza. Graph how many toppings were used on pizza.</p> <p>Creative Art/Math Center: Using cut outs of animals; students will create a graph that depicts where the animal lives (e.g., The heading should read “Farm”, “City”, “House”, etc.).</p> <p>Fine Motor Center: Fruit Loops® Graph: Prepare a copy of a six-column bar graph for each student. Glue one sample cereal piece of each color in the appropriate spot at the top of the graphs. Give each student a copy of the bar graph and a zip lock bag of Fruit Loops®. Invite the students to sort the cereal by color then place them on the graph in the appropriate column. <i>Note: Introduce this activity using the questions on page 117, Mississippi Early Learning Guidelines Checklist. This activity will also develop fine motor skills.</i></p> <p>*Fine Motor/Math Center: Provide students with a sheet of construction paper, students will cut out pictures of fruits and vegetables. After, students will glue the pictures onto the butcher paper under the appropriate heading (e.g., “Fruit”, “Vegetable”).</p> <p>Math Center</p>	

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<ul style="list-style-type: none"> Students will use a sorting mat to group M & M's by color. Then use the sorted colors to graph them by color. After, students will analyze which one is the most/least. Have students write or dictate their responses. Students will make an observation of boys and girls in the classroom. Students will make a tally mark for each girl and each boy in the classroom. After analyzing the data, students will give an oral response to which is the most. Have students bring favorite stuffed animal to school. During morning meeting, allow students to place stuffed animal on the rug and sort them according to color or size. Place color bears in Math Center with divided trays. Students will sort bears in section according to color. 	
Required Assessments: SF Unit 3, Activity 3: Using Coordinates, p. 15 *SF Unit 6, Activity 5: Data Representation, p. 32 SF Unit 7, Activity 2: Logical Terms, p. 34 SF Unit 7, Activity 3: Ordering by Size, p. 35	
Additional Strategies/Student Activities/Learning Centers: Objective 5.1 <ul style="list-style-type: none"> Jewel Stone Graph: This graphing activity is designed for a small group. Prepare in advance, a copy of a four-column graph for each student. In a zip lock bag place several jewel stones of various colors. Give each student a bag of jewel stones and encourage the students to sort the stones by color. When the students have made the various groups by color, invite the students to select four colors to graph. Have the students place a different colored jewel stone at the top of each column. Then encourage the students to place the remaining jewel stones on the bar graph paper under the appropriate column. Note: The "jewel stones" may be found in a craft store. Select stones that are flat on the bottom and a half-inch in length. Half marbles may be substituted. This activity may be placed in the math center for the students to continue to use individually. Also, this activity will be working on fine motor skills. Objective 5.2 <ul style="list-style-type: none"> Travel to School: In advance, prepare paper models for cars, buses/vans, and people walking. Make a large three-column graph out of butcher paper. Place one of the models at the top of each column of the graph. Ask the students, "How did you come to student care today? Did you walk, ride in a car, or ride on the bus/van?" Invite the students to select one of the three models representing how they traveled to student care. Have the students place their model in the correct column. You may also graph: <ul style="list-style-type: none"> types of shoes the students are wearing (e.g., tie or laces, buckle, slip-on, Velcro) characteristics of the students (e.g., eye color, hair color, clothes color) How Many Boys and Girls? In advance, prepare a paper model of a boy or girl to represent each student in the class. Write her/his name on it and laminate them for long-term use. Make a large four-column graph out of butcher paper. At the top of the graph, label the columns with the following headings: boys present, girls present, boys absent, and girls absent. Give students 	

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Timeline:	March 3 – April 18, 2014
Mathematics	UNIT 5
<p>his/her paper model and have them place their model in the appropriate column using blue painters' tape (i.e., boys present or girls present). Have the students help you place the absent students in the appropriate column (e.g., "Tenisha is absent today. Should hers go in the boys' column or the girls' column? So where should Marcus's person go?").</p> <p>Objective 5.3</p> <ul style="list-style-type: none"> • Birthday Photo-graph: After completing this graph, ask the students the following or similar questions to help them compare and interpret the graph: <ul style="list-style-type: none"> • "Which month has the most birthdays?" Count with the students and model touching each birthday photo as you count. • "Which month has the least birthdays?" • "Which two months have the same number of birthdays?" • "Do we have more birthdays in the spring or summer?" • "Do we have more birthdays in the fall or winter?" • "Which month has only one birthday?" • "Which month has no birthday?" • "Which month has more girls' birthdays than boys?" • Weather Graph: After completing this graph, ask the students the following or similar questions to help them compare and interpret the graph: <ul style="list-style-type: none"> • "How many days this month was it sunny?" • "How many days this month was it rainy?" • "Which type of weather did we have the most this month?" • "Did we have more days that were hot or cold this month?" 	

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Objectives in italic print indicate review.

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 5)

Timeline:	March 3 – April 18, 2014
Scientific Investigation Development	
UNIT 5	
Competencies: 1. Develops awareness of living and non-living things 3. Engages in practices to promote routine good health, nutrition, and safety 5. Develops awareness and appreciation for the environment 6. Engages in simple investigations using science process	Objectives: 1.3 Recognizes the needs of living things 3.2 Recognizes and selects healthy foods 3.3 Demonstrate safety skills 5.1 Explores the idea that the earth includes the land, water, and air 5.2 Explores caring for the environment 5.4 Describes the 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 <ul style="list-style-type: none"> Hang a bird feeder filled with seeds outside the classroom and allow the students to observe the birds coming to eat. Remember to wash hands prior to beginning this activity. Discuss the following fruits with students: strawberries, blueberries, green grapes, and cantaloupe. Discuss their color, taste, texture, etc. Encourage the students to arrange their fruit on paper plates to look like a rainbow. Then, allow the students to eat the rainbows. As an art center activity, make a rainbow, using paint, paper and glue. Objective 3.3 <ul style="list-style-type: none"> Discuss Garrett Morgan and his invention of the traffic light. Sing the following song: <div style="text-align: center;"> Twinkle, Twinkle, Traffic Light (Tune: Twinkle, Twinkle, Little Star) Twinkle, twinkle traffic light, on the corner big and bright. We all know that green means go! </div> 	

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**Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 5)**

Timeline:	March 3 – April 18, 2014
Scientific Investigation Development	UNIT 5
<p style="text-align: center;">Yellow mean wait, even if you're late. Red means stop! (Pause) Twinkle, twinkle traffic light On the corner big and bright.</p> <p>Objective 5.1</p> <ul style="list-style-type: none"> Prepare three poster boards with headings and pictures of land, air, and water. Discuss how the earth is made up of land, air, and water, and the ways we use land, air, and water. <p>Objective 5.2</p> <ul style="list-style-type: none"> Label a recycle box and allow students to collect papers and/or cans. Talk about how some people recycle materials. For a classroom activity, have the students participate in recycling efforts and sell the recycled items for money. Demonstrate how newspapers are used and recycled. If possible, visit the recycling center in your town. <p>Objective 5.4</p> <ul style="list-style-type: none"> Weather Calendar: Construct a calendar for the month. Record the changes of weather each day by attaching symbol to the calendar. <p>Competency 6: (<i>Ongoing</i>)</p>	
Required Learning Centers:	
<p>Dramatic Play</p> <ul style="list-style-type: none"> Rearrange the dramatic play area into a doctor or dentist 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.) Using the bottom of a styrofoam egg carton and yarn to practice flossing techniques. 	
Resources/ Materials:	
<p>Dentist books Dentist toys (stethoscope, magazines, chairs, reflex mallet, band-aids, cotton balls, and tongue depressors) Egg cartons Yarn</p>	
Required Assessments:	
<p>Teacher Observation</p>	
Additional Strategies/Activities/ Learning Centers:	
<p>Objective 3.2</p> <ul style="list-style-type: none"> Invite a nutritionist or dietician to visit the classroom. During circle time, the nutritionist can discuss healthy foods, and why it is important to eat them. 	

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 5)

Timeline:	March 3 – April 18, 2014
Social and Emotional Development	
UNIT 5	
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 1.2 Expresses needs and preferences clearly and appropriately 1.3 Describes feelings and thoughts using words, pictures, and stories 1.4 Makes positive statements about self and takes pride in accomplishments 2.1 Transitions attention from one activity to another with ease 2.2 Accepts not being first and begins to wait his/her turn in activities 2.3 Begins to cope effectively with disappointment 2.4 Begins to express frustration and anger appropriately (<i>e.g., without harming self, others, or property</i>) 2.5 Begins to accept the consequences of her/his actions 3.1 Shows interest in and actively participates in various classroom activities 3.2 Begins to understand the concept of personal property versus classroom property of others 3.3 Demonstrates appropriate use and care of classroom and personal materials 3.5 Follows established classroom rules and simple (<i>two-or-three-step</i>) directions 3.6 Selects tasks and begins to complete them independently 4.1 Approaches others positively and shows pleasure in being with others 4.2 Shows interest in others by exchanging information with them 4.3 Listens attentively to others when interacting with them 4.4 Begins to develop an awareness of others' feelings and begins to show empathy 4.5 Shows acceptance of individuals different from herself or himself through positive interactions 4.6 Begins to use positive language or demonstrate

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 5)

Timeline:	March 3 – April 18, 2014
Social and Emotional Development	UNIT 5
	<p>affection toward others</p> <p>4.7 Uses acceptable ways of joining an on-going activity or group</p> <p>4.8 Plays in a small group of two to five students</p> <p>4.9 Begins give and take cooperatively play</p> <p>4.10 Seeks help from others with difficult tasks</p> <p>4.11 Begins to negotiate solutions and develop compromises appropriately</p>
Required Teaching Strategies/Student Activities:	
<p>Objective 1.1</p> <ul style="list-style-type: none"> Circle of Applause: during large group or circle time, allow each student a time to stand in the center and receive a round of applause for an accomplishment (<i>e.g., tied her or his own shoe, wrote his or her own name</i>) or positive characteristic (<i>e.g., great smile, great helper</i>). <p>Objective 1.2</p> <ul style="list-style-type: none"> Invite a pediatrician to come and talk with the class about what students need to be safe, healthy, and happy. <p>Objective 1.3</p> <ul style="list-style-type: none"> Allow the students to create objects of self-expression using art materials (<i>e.g., construction paper, yarn, glue, markers, paint, clay, feathers, popsicle sticks</i>). After the students have created artwork, have them describe their thoughts and feelings about their pictures and write their descriptions to display with their work. The students may also share their thoughts and feelings about their artwork with the other students. <p>Objective 1.4</p> <ul style="list-style-type: none"> As young students often think of their accomplishments in terms of physical ability, you may teach them the following song to act out: <p style="text-align: center;">I Can, You Can! By Pam Schiller</p> <p style="text-align: center;">I can put my hands up high. Can you? I can wink my eye. Can you? I can stick out my tongue. Can you? I can nod my head. Can you? I can kiss my toe. Can you? I can pull on my ear. Can you? I can wrinkle my nose. Can you? I can give myself a great big hug. Can you? And if I give my hug to you, will you give yours to me?</p> <p>Objective 2.1</p> <ul style="list-style-type: none"> To move the students into activities during arrival, have each student move to a new area using a fun physical action (<i>e.g., tiptoe, hop, creep, pretend to skate, move like an animal such as a cat,</i> 	

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Jackson Public School District
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Pre-Kindergarten Curriculum (Unit 5)

Timeline:	March 3 – April 18, 2014
Social and Emotional Development	UNIT 5
<p><i>caterpillar, or elephant).</i></p> <p>Objective 2.2</p> <ul style="list-style-type: none"> Provide opportunities to work in small groups with a limited amount of materials. This will help the students practice waiting for their turn to use specific items: <ul style="list-style-type: none"> When completing a cut and paste activity, have a small group of two or three students share glue sticks. When manipulating play dough, have a small group of two or three students share a few rolling and cutting tools. <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 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"> Read a variety of books to the students (e.g. <i>fairy tales, nursery rhymes, fiction, non-fiction, poetry</i>) throughout the day. Model a positive and curious attitude showing your enjoyment of learning activities and using materials in novel ways. <p>Objective 3.2</p> <ul style="list-style-type: none"> Explain that there are some things in the class for each student to use (e.g., <i>chair, table, cot</i>), but that they do not own them and they cannot take them home or damage them. Place the label of the student’s name or picture on these items to help them understand that they are intended for a specific student’s use. <p>Objective 3.3</p> <ul style="list-style-type: none"> 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>). <p>Objective 3.5</p> <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. 	

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 5)

Timeline:	March 3 – April 18, 2014
Social and Emotional Development	UNIT 5
<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"> 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, and 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> <p>Objective 4.2</p> <ul style="list-style-type: none"> Guess What I Did: Have the students sit in a circle. Invite one student to act out something he or she did the night before or over the weekend. (<i>Note: You may have to help the student think of what action to perform to represent the activity.</i>) Have the remaining students attempt to guess what the student did. Continue around the circle until each student had a turn. <p>Objective 4.3</p> <ul style="list-style-type: none"> Model a friendly, positive, courteous manner when listening and responding to student's comments and suggestions. Remember, when you model listening you should try to position yourself at the same physical level as the students. <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 (<i>e.g., skin color, eye, color, hair, height</i>) and cultural differences (<i>e.g., language, customs, and clothes</i>). <p>Objective 4.6</p> <ul style="list-style-type: none"> Avoid using negative language that would serve as a negative model to the students including: <ul style="list-style-type: none"> Yelling or criticizing the student, especially in front of other people. Negatively labeling the student (<i>e.g., clumsy, stupid, lazy</i>). Telling the student that she or he is a failure. 	

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Pre-Kindergarten Curriculum (Unit 5)

Timeline:	March 3 – April 18, 2014
Social and Emotional Development	UNIT 5
Objective 4.7 <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 (<i>e.g., 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. Objective 4.8 <ul style="list-style-type: none"> 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>). 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.e., <i>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"> Encourage the students to ask adults for help or raise their hands to get help from a teacher or friend. 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, and 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:	
<ul style="list-style-type: none"> See Language Curriculum (Discovery & Dramatic Play Centers) 	
Required Assessment Methods:	
<ul style="list-style-type: none"> See Language Curriculum 	

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 5)

Timeline:	March 3 – April 18, 2014
Social and Emotional Development	UNIT 5
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. 	
Suggested Titles:	
<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 	
Objective 1.2	
<ul style="list-style-type: none"> Read literature with the students to explore appropriate ways to express their needs and preferences. 	
Suggested Titles:	
<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. 	
Suggested Titles:	
<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. Suggested titles include: 	
<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 	
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. 	

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Pre-Kindergarten Curriculum (Unit 5)

Timeline:	March 3 – April 18, 2014
Social and Emotional Development	UNIT 5
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>). Objective 2.3 <ul style="list-style-type: none"> Read literature with students to explore ways to cope with disappointment. Suggested Titles: <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. Suggested Titles: <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"> Read literature with students to explore accepting the consequences of making mistakes and using appropriate coping strategies to prevent emotional outbursts. Suggested titles include: <ul style="list-style-type: none"> • <i>All By Myself</i> by M. Mayer 	

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Pre-Kindergarten Curriculum (Unit 5)

Timeline:	March 3 – April 18, 2014
Social and Emotional Development	UNIT 5
Objective 3.1 <ul style="list-style-type: none"> Read literature with the students about curious or active characters. Suggested Titles: <ul style="list-style-type: none"> •<i>Curious George</i> by Hans Augusto Rey •<i>Who Are You, Baby Kangaroo?</i> By Stella Blackstone 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. Suggested Titles: <ul style="list-style-type: none"> •<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 rotates 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. Suggested Titles: <ul style="list-style-type: none"> •<i>All By Myself</i> by Alikei Brandenberg •<i>All By Myself</i> by Mercer Mayer •<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 other positively and enjoying relationships with others. Suggested Titles: <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 Wilhem •<i>My Friend Leslie, the Story of a Handicapped Student</i> by Maxine Rosenberg 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 rolls 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. 	

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Timeline:	March 3 – April 18, 2014
Social and Emotional Development	UNIT 5
Objective 4.3 <ul style="list-style-type: none"> Read literature with the students about listening to others. Suggested Titles: <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 •<i>The Best Time to Read</i> by Debbie Bertram 	
Objective 4.4 <ul style="list-style-type: none"> Read literature with students to explore the feelings of others. Suggested Titles: <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 	
Objective 4.5 <ul style="list-style-type: none"> Read literature with the students to explore diverse characters. Suggested Titles: <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>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 	
Objective 4.6 <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>”) 	
Objective 4.7 <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 	

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Objectives in italic print indicate review.

*Asterisk indicates Portfolio item.

Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 5)

Timeline:	March 3 – April 18, 2014
Social and Emotional Development	UNIT 5
<ul style="list-style-type: none"> •Freeze Tag •Fruit Basket Turnover •Hide and Seek 	
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, and hot potato</i>). 	
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>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>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 5)

Timeline:	March 3 – April 18, 2014
Physical and Motor Development	
UNIT 5	
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., <i>lacing, folding, cutting</i>) (<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

- Allow students to throw, catch, kick, and bounce various sized balls made of different materials and textures.
- Allow plenty of time and space for running, jumping, and hopping.

Objective 1.2

- Play music and encourage the student to move creatively to the rhythm. Alternate between music with fast rhythm and music with slow rhythms.
- 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.)
- Provide props and encourage the student to act out movements during musical activities. Example: 18-inch strips of red, white, and blue crepe paper to paper towel tubes. Play patriotic music. Encourage the student to march and wave his/her patriotic baton.

Objective 2.1

- Provide balls, hoops, beanbag, and riding toys for the student to use during indoor/outdoor play.
- Provide opportunities to practice carrying objects.

Objective 2.2.

- 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.”
- Recite and act out the action rhyme below to encourage the student’s participation in-group activities.

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Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 5)

Timeline:	March 3 – April 18, 2014
Physical and Motor Development	UNIT 5
Objective 3.1 <ul style="list-style-type: none"> • Provide the student with various sizes and shapes of building blocks. Build a tall building or a long ridge with the student. Model new words for the student to use as the two of you work together. • Provide materials to use in holding and grasping activities in learning centers to foster the development of fine motor skills (e.g., garden tools, small toys, measuring cups and spoons, large paper, feather dusters, rhythm sticks, etc.). • Provide a small plastic bowl of water, and eyedropper, and an empty plastic bowl. Show the student how to transfer the water from the water bowl to the empty bowl using the eyedropper. • Provide many opportunities for the student to practice. Objective 3.2 <ul style="list-style-type: none"> • Recite and act out the action rhyme below to encourage the student's participation in-group activities. Objective 3.3 <ul style="list-style-type: none"> • Provide writing materials for the student to experiment with in each learning center. Example: <ul style="list-style-type: none"> •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 free exploration time with a variety of writing, drawing, and art tools/materials (e.g., scissors, crayons, markers, chalk, paintbrushes, glue paste, clay, play dough). Objective 3.4 <ul style="list-style-type: none"> • Provide opportunities for the student to operate the cassette player, CD player, radio, and television. 	
Required Learning Centers: <i>See Language/Mathematics Curriculum</i>	
Required Assessments: <i>See Language/Mathematics Curriculum</i>	
Additional Strategies/ Student Activities/ Learning Centers: <ul style="list-style-type: none"> • Table Toys/Manipulatives Center-Lacing a duck pattern; practice buttoning a vest; farm animal puzzles. • Play dough Center- 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. • Creative Arts Center- 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; <ul style="list-style-type: none"> •Provide a parachute, tablecloth, sheet, or strips of cloth for the students to go under and through. Model words for the student to use in describing his/her movements during the group activity. •Providing opportunities for students to manipulate a variety of fasteners (e.g., snaps, buttons, and zippers). •In the dramatic play or housekeeping area, provide dolls with clothing that allows the students to dress and undress them. 	

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**Jackson Public School District
Office of Curriculum, Instruction and Assessment
Pre-Kindergarten Curriculum (Unit 5)**

Timeline:	March 3 – April 18, 2014
Physical and Motor Development	UNIT 5
<ul style="list-style-type: none"> •In the manipulatives area, include cloth books with a variety of fasteners to be operated. •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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