

**Jackson Public School District**  
**Office of Curriculum, Instruction and Assessment**  
**Pre-Kindergarten Curriculum (Unit 6)**

<b>Timeline</b>	<b>April 21 – May 23, 2014</b>
<b>Language, Vocabulary and Early Literacy</b>	
<b>UNIT 6</b>	
<b>Competencies:</b>	<b>Objectives:</b>
1. Exhibits developmentally appropriate receptive language	<u>1.1 Listens to others with understanding (<b>Ongoing</b>)</u> <u>1.2 Listens attentively to stories (<b>Ongoing</b>)</u> <u>1.4 Listens to music</u> <u>1.6 Understands and follows simple two or three-step directions</u>
2. Exhibits developmentally appropriate oral language for communication purposes	<u>2.1- Shows an increase in vocabulary by using specialized vocabulary when communicating with others. (<b>Ongoing</b>)</u> <u>2.2 Identifies common objects and interprets pictures (<b>Ongoing</b>)</u> <u>2.3 Uses language to express actions (<b>Ongoing</b>)</u> <u>2.4 Uses language to communicate information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation (<b>Ongoing</b>)</u> <u>2.5 Uses language to recall a sequence of events or retell a familiar story (<b>Ongoing</b>)</u> <u>2.6 Becomes aware of the structure of language; uses simple sentences, new vocabulary, and positional words in proper context</u>
3. Demonstrates phonological and phonemic awareness	<u>3.1 Distinguishes words in a sentence (identifies whole words – sentence to word segmentation)</u> <u>3.2 Begins to recognize rhyming words (<b>Ongoing</b>)</u> <u>3.3 Distinguishes sound units/ syllables (clapping/stomping/finger tapping)</u> <u>3.4 Orally segments, blends, and deletes syllables</u> <u>3.5 Begins to notice beginning phonemes/sounds (not graphemes/letters)</u> <u>3.6 Begins to notice ending phonemes/sounds (not graphemes/letters)</u> <u>3.7 Begins to blend onset and rime</u> <u>3.8 Points to words in a text when reading aloud – matching spoken words with print (<b>Ongoing</b>)</u> <u>3.9 Begins to recognize basic sight words</u>
4. Demonstrates an awareness of print	<u>4.1 Recognizes local environmental print</u> <u>4.2 Understands that print conveys meaning</u> <u>4.3 Holds a book correctly and begins to understand</u>

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<p>5. Constructs meaning when responding to a story or a picture</p>	<p><i>directionality</i>  4.4 Recognizes first and last name in print (<b>Ongoing</b>)  4.5 Begins to recognize letters of the alphabet  4.6 Attempts writing (scribble/drawing) (<b>Ongoing</b>)  4.7 Understands that different text forms are used for different purposes  4.8 Begins to develop handwriting skills (<b>Ongoing</b>)</p> <p>5.1 Shows an interest in books and reading (<b>Ongoing</b>)  5.2 Joins in reading of familiar predictable/pattern books (<b>Ongoing</b>)  5.3 Demonstrates understanding of literal meaning of story through questions and comments (<b>Ongoing</b>)  5.4 Begins to predict an outcome (<b>Ongoing</b>)  5.5 Begins to develop an awareness of cause and effect  5.6 Begins to differentiate reality from fantasy  5.7 Begins to attempt to write a message as part of play</p>
Required Teaching Strategies/Student Activities April 21-25, 2014	Required Learning Centers April 21-25, 2014
<p>Unit 6/Week 1 (pages 10-41)  <b>Morning Warm-Up-</b> Every day students begin with a song and movement to prepare for learning.  <b>Calendar-</b> Every day students participate in calendar activities that build essential speaking skills.  <b>Message Board-</b> Daily questions will be discussed and connected to the weekly concepts.  <b>Build Background</b> – Display and discuss “Talk with Me, Sing with Me Charts” 26A, 26B.  <b>Comprehension</b> – Utilizing the trade book <i>Over in the Meadow</i>, big book <i>The House in the Meadow</i>, and the <i>Read Aloud Anthology My Cousin Katie</i>, the teacher will compare/contrast, discuss and model print awareness by tracking print and matching spoken to printed words, activating prior knowledge, and recalling/retelling. Review sequencing.  <b>Letters and Sounds</b> – Utilizing “Song and Rhymes Chart” 26, picture cards: bat, bed, hen, day, jug, nail rock, toad, vacuum, van, vase, vest, and volcano and alphabet card <u>Vv</u>, the teachers will introduce and have students practice the letter <u>Vv</u>, and produce</p>	<p>Unit 6/Week 1 (pages 6-7)  <b>Book Corner/Listening Center</b> – Students select reading materials of their choice, recognize familiar books by their covers, and understand that text is read from left to right and top to bottom.  <b>Writing for Week</b> – Students identify types of jobs they might do and create written texts.  <b>Discovery</b> – Students show interest in investigating, comparing/contrasting, and making inference using unfamiliar objects.  <b>Blocks and Puzzles</b> – Students recognize spatial relationships, work to define fine/gross motor skills, and interact with others using available material to construct objects  <b>Dramatic Play</b> – Students interact with peers and participate in dramatic play focusing on construction jobs.</p> <p><b>Required Assessments:</b></p> <p>Progress Monitoring page TR29</p>

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<b>Language, Vocabulary and Early Literacy</b>	<b>UNIT 6</b>
rhymes. Review segmenting 3-and 4-phoneme words. <b>Shared Writing</b> – The teacher will model and discuss sound-letter connection, choose and limit a topic, and determine format. <b>Speaking and Listening</b> – The teacher will model and discuss speaking in formal and informal settings. The students will practice speaking in formal and informal settings.	<b>Intervention/Enrichment</b>  Pages DI.1 – DI. 5
<b>Required Teaching Strategies/Student Activities</b> <b>April 28-May 2, 2014</b> Unit 6/Week 2 (pages 52-83) <b>Morning Warm-Up</b> - Every day students begin with a song and movement to prepare for learning. <b>Calendar</b> - Every day students participate in calendar activities that build essential speaking skills. <b>Message Board</b> - Daily questions will be discussed and connected to the weekly concepts. <b>Build Background</b> – Display and discuss “Talk with Me, Sing with Me Charts” 27A, 27B. <b>Comprehension</b> – Utilizing the trade book <i>Dig!</i> , big book <i>The House in the Meadow</i> , <i>Read Aloud Anthology</i> <u>Ethan Wanted to Be a Backhoe</u> , the teacher will discuss the characters of a story, setting of the story, and that pictures have meaning. Review the story’s plot. The teacher will model and discuss tracking print, monitoring comprehension, and recall and retell. <b>Letters and Sounds</b> – Utilizing “Song and Rhymes Chart” 27, picture cards: zigzag, zipper, zoo, zebra,	<b>Required Learning Centers</b> <b>April 28-May 2, 2014</b> Unit 6/Week 2 (pages 48-49) <b>Book Corner/Listening Center</b> –Students select reading materials of their choice, recognize familiar books by their covers, and value print and pictures as a means of gaining information. <b>Writing for Week</b> –Students will describe a person using his or her own written text and/or copy words from a model. <b>Discovery</b> –Students show interest in investigating objects and comparing different types of soil. <b>Blocks and Puzzles</b> –Students recognize spatial relationship, and develop fine/gross motor skills using available materials to construct objects. <b>Dramatic Play</b> –Students interact with peers while dramatizing going on a treasure hunt. <b>Required Assessments:</b>  Progress Monitoring page 30

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<p>spider, rabbit, umbrella and volcano, Animal ABCs, letter cards: <u>Zz</u>, <u>Jj</u>, <u>Ww</u>, and <u>Ee</u>, the teacher will introduce and have students practice the letter <u>Zz</u>. Identify the number of syllables. Review the letter <u>Vv</u> and rhyme.</p> <p><b>Shared Writing</b> – The teacher will discuss, model, and assist with drafting a story, creating signs for jobs, and recognizing singular and plural words.</p> <p><b>Speaking and Listening</b> – The teacher will guide students in following multi-step directions.</p>	<p><b>Intervention/Enrichment</b></p> <p>Pages DI.6 – DI. 10</p>
<b>Required Teaching Strategies/Student Activities</b> <b>May 5-19, 2014</b>	<b>Required Learning Centers</b> <b>May 5-19, 2014</b>
<p>Unit 6/Week 3 (pages 94-125)</p> <p><b>Morning Warm-Up</b>- Every day students begin with a song and movement to prepare for learning.</p> <p><b>Calendar</b>- Every day students participate in calendar activities that build essential speaking skills.</p> <p><b>Message Board</b>- Daily questions will be discussed and connected to the weekly concepts.</p> <p><b>Build Background</b> – Display and discuss “Talk with Me, Sing with Me Charts” 28A, 28B.</p> <p><b>Comprehension</b> – Utilizing big books <i>We Need Construction Workers</i> and <i>Owl See How They Grow</i>, and the <i>Read Aloud Anthology New School for Hopperville</i>, the teacher will introduce and model main idea, monitor comprehension, use a glossary, understand purpose of text, summarize text, and connect that print and pictures have meaning. Review compare/contrast.</p>	<p>Unit 6/Week 3 (pages 90-91)</p> <p><b>Book Corner/Listening Center</b> – Students select reading materials of their choice, recognize familiar books by their covers, and understand that authors write for different purposes.</p> <p><b>*Writing for Week</b> – Students identify types of tools, copy words from a model, and create their own written texts.</p> <p><b>*Discovery</b> – Students show interest in investigating objects and interacting with peers.</p> <p><b>Blocks and Puzzles</b> – Students recognize spatial relationships and develop fine/gross motor skills using available materials to construct objects.</p> <p><b>Dramatic Play</b> – Students interact with peers while dramatizing a trip to town.</p>
	<p><b>Required Assessments:</b></p> <p>*Progress Monitoring page 31</p>

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<b>Language, Vocabulary and Early Literacy</b>	<b>UNIT 6</b>
<p><b>Letters and Sounds</b> – Utilizing the Song and Rhymes Chart 28, picture cards: yak, yarn, yawn, yellow, yo-yo, dime, mouse, bed, dog, lake, nut, pillow and soup; picture cards for animals, and for <u>Yy</u> words; alphabet cards: <u>Yy</u>, <u>Zz</u>, Uu, <u>Vv</u>, and <u>Xx</u>. The teacher will introduce and have students practice letter Yy and identify initial sounds. Review identifying the number of syllables and letter <u>Zz</u>.</p> <p><b>Shared Writing</b> – The students will revise, conference with teachers, add details, and write a friendly letter.</p> <p><b>Speaking and Listening</b> – The students will interview a worker.</p>	<p><b>Intervention/Enrichment</b></p> <p>Pages DI.11 – DI. 15</p>
<p><b>Required Teaching Strategies/Student Activities</b>  <b>May 12-16, 2014</b></p> <p>Unit 6/Week 4 (pages 136-167)</p> <p><b>Morning Warm-Up</b>- Every day students begin with a song and movement to prepare for learning.</p> <p><b>Calendar</b>- Every day students participate in calendar activities that build essential speaking skills.</p> <p><b>Message Board</b>- Daily questions will be discussed and connected to the weekly concepts.</p> <p><b>Build Background</b> – Display and discuss “Talk with Me, Sing with Me Charts” 29A, 29B</p> <p><b>Comprehension</b> – Utilizing the trade book <i>Muncha! Muncha! Muncha!</i>, big book <i>Animal ABCs</i>, and the <i>Read Aloud Anthology The Turnip</i>, the teacher will discuss and model plot, recognizing that print and pictures have meaning, and recognize text structure. The teacher will discuss the story elements recall/retell the story events. Review realism and fantasy.</p>	<p><b>Required Learning Centers</b>  <b>May 12-16, 2012</b></p> <p>Unit 6/Week 4 (pages 132-133)</p> <p><b>Book Corner/Listening Center</b> – Students select reading materials of their choice, recognize familiar books by their covers, and value print and pictures as a means of gaining information.</p> <p><b>*Writing for Week</b> – Students will create an ending for a story and copy words from a model.</p> <p><b>*Discovery</b> – Students show interest in investigating objects and making observations and inferences about new subjects.</p> <p><b>Blocks and Puzzles</b> – Students recognize spatial relationship and develop fine/gross motor skills using available materials to construct objects.</p> <p><b>Dramatic Play</b> – Students interact with peers while re-enacting <i>Muncha! Muncha! Munch!</i></p> <p><b>Required Assessments:</b></p> <p>*Progress Monitoring page 32</p>

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<p><b>Letters and Sounds</b> – Utilizing the Song and Rhymes Chart 28, picture cards: quarter, sun, red, kite, nest and night, alphabet cards: <u>Qq</u> and <u>Yy</u>, the teacher will introduce and have students practice the letter <u>Qq</u> and substitute initial sounds. Review compare/contrast initial sounds and letter <u>Yy</u>.</p> <p><b>Shared Writing</b> – The students will edit, proofread, retell stories, and write for enjoyment.</p> <p><b>Speaking and Listening</b> – The students will retell stories.</p>	<p><b>Intervention/Enrichment</b></p> <p>Pages DI.16 – DI. 20</p>
<p><b>Required Teaching Strategies/Student Activities</b>  <b>May 19-23, 2014</b></p> <p>Unit 6/Week 5 (pages 178-209)</p> <p><b>Morning Warm-Up</b>- Every day students begin with a song and movement to prepare for learning.</p> <p><b>Calendar</b>- Every day students participate in calendar activities that build essential speaking skills</p> <p><b>Message Board</b>- Daily questions will be discussed and connected to the weekly concepts.</p> <p><b>Build Background</b> – Display and discuss “Talk with Me, Sing with Me Charts” 30A, 30B</p> <p><b>Comprehension</b> – Utilizing the big book <i>Homes A to Z</i>, <i>The House in the Meadow</i>, and <i>Whatever the Weather</i> and the <i>Read Aloud Anthology</i> <u>The City Mouse and the Country Mouse</u>, the teacher will track print from left to right and top to bottom. The teacher will recognize text structure, set a purpose for listening, and introduce, practice, apply and monitor main idea. The students will recognize that pictures and print have meaning, review story elements, compare and contrast, and participate in games of movement.</p>	<p><b>Required Learning Centers</b>  <b>May 19-23, 2014</b></p> <p>Unit 6/Week 5 (pages 174-175)</p> <p><b>Book Corner/Listening Center</b> – Students select reading materials of their choice, recognize familiar books by their covers, and understand that text is read from left to right and from top to bottom on a cover or page.</p> <p><b>*Writing for Week</b> – Students will identify letters as parts of words, copy words from a model, and create their own written texts.</p> <p><b>*Discovery</b> – Students show interest in investigating objects, comparing and contrasting objects, and making judgments based on preferences and experience.</p> <p><b>Blocks and Puzzles</b> – Students recognize spatial relationship and develop fine/gross motor skills using available materials to construct objects.</p> <p><b>Dramatic Play</b> – Students interact with peers, participate in dramatic play, and demonstrate creative thinking.</p> <p><b>Required Assessments:</b></p> <p>*Progress Monitoring page TR.33</p>

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<p><b>Letters and Sounds</b> – Utilizing the Song and Rhymes Chart 30, picture cards: bag, fan, hat, cap, bed, desk, hen, jet, leaf, net, sock, rock, can, man, mop, box, cup, hat, rug, ten, bus, duck, gum, jug and nut, and alphabet cards, the students will review, practice, recognizing sounds and letters. The teacher will model and have students practice blending onset and rime, and discriminating sounds in the environment. The students will practice print awareness.</p> <p><b>Shared Writing</b> – The students will publish and shares completed writing with others, and identify proper nouns and adjectives.</p> <p><b>Speaking and Listening</b> – The students will clarify and ask for clarification.</p>	<p><b>Intervention/Enrichment</b></p> <p>Pages DI.21 – DI. 25</p>
	<p><b>Required Assessments:</b></p> <p>*Review/Progress Monitoring (Common Assessments)</p>
	<p><b>Intervention/Enrichment</b></p> <p>Review DI.1- DI.25 as needed.</p>

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<b>Timeline:</b> April 21 – May 23, 2014	
<b>Mathematics</b>	<b>UNIT 6</b>
<b>Competencies:</b>	<b>Objectives:</b>
1. Develops an awareness of and uses number sense, numbers, and operations	<b>Review</b> <i>1.1 Develops number sense and awareness of numbers in the environment</i> <i>1.2 Applies one-to-one correspondence by counting concrete objects by ones to 10, then 20, then 25</i> <i>1.3 Matches quantities and numerals for <u>1-5</u>, then <u>6-9</u></i> <i>1.4 Counts with understanding and recognizes how many in sets of objects</i> <i>1.8 Begins to develop the ability to combine, separate, and name how many objects</i>
2. Develops an awareness of relations and patterns.	<i>2.1 Begins to recognize describe, reproduce, and extend simple patterns.</i> <i>2.2 Matches, sorts, and classifies objects based on their similarities and differences.</i>
3. Develops an awareness of and uses geometry and spatial reasoning	3.1 Recognizes, names, describes, and compares two dimensional shapes (circle, square, rectangle, triangle) 3.2 Begins to recognize, name, and compare three-dimensional shapes (e.g. cylinder, cube, cone, sphere) 3.3 Identifies positions if objects in space using language (e.g. under, over, beside, behind)
4. Develops an awareness of and uses measurement	<i>4.1 Sorts and compares by size, weight, area, and temperature</i> <i>4.2 Uses nonstandard measurements units</i> <i>4.3 Uses common measuring instruments</i> <i>4.4 Begins to use time related words (e.g., day/night, yesterday/today/tomorrow)</i>
5. Begins to analyze and interpret data	<i>5.1 Creates graphs using concrete objects or pictures</i> <i>5.2 Represents ideas or experiences using graphs</i> <i>5.3 Uses graphs to answer questions</i>

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<b>Mathematics</b>	<b>UNIT 6</b>
<b>Required Teaching Strategies/Students Activities:</b>	
<b>Objective 1.1</b>	
<ul style="list-style-type: none"> <li>Have opportunities for the students to discriminate numbers for other symbols in the environment (<i>e.g., street signs, license plates, room numbers, clocks, calendars</i>). Provide an old telephone to practice dialing various numbers. Make a “pretend” phone book for the students to practice matching numbers.</li> <li><b>Numerals:</b> Introduce the numerals (<i>e.g., one, two, three</i>) using a Three Part Lesson. Note: The numerals should be on cards and encourage the students to practice tracing the numeral during the lesson. Say, “This is three.” Model tracing the numeral. Invite the student to trace the numeral and say the name. Continue in the same format as the quantities were taught.</li> <li><b>Do You Know Your Numbers?</b> Select a variety of wooden numbers and letters (<i>e.g., wooden letters and numbers can be found at a craft store</i>). Place the numbers and letters in a basket. For the first activity use numbers 1-5 and use eight letters. Invite a student to reach into the basket and select one of the items and state if it is a letter or number. Continue this process until everyone in the group has an opportunity to pull out a number or letter. After the small group lesson, this activity may be placed in the math-learning center for the students to use independently. Note: Increase the level of difficulty by including wooden numbers from 1-9 and including twelve letters.</li> </ul>	
<b>Objective 1.2</b>	
<ul style="list-style-type: none"> <li>Provide each student with a bag and several pre-cut foam shapes. Each bag will have six to eight matching shapes. Each student participating in the activity will have a bag of different shapes. The shapes could be different colors and types of shapes. Invite the first student to take out the shapes and place them in a row on the table. The next student will place another row of shapes under the first row of shapes. The students will continue to match the different rows of shapes to illustrate one-to-one correspondence.</li> <li>Foster one-to-one correspondence throughout the day (<i>e.g., during snack preparation, invite a student to give each student one napkin and one cookie</i>).</li> <li>Read literature daily with the students to enhance their awareness of numbers and counting.</li> </ul>	
<b>Suggested Titles:</b>	
<ul style="list-style-type: none"> <li><i><b>Rainbow Fish 1, 2, 3</b></i> by Marcus Pfister</li> <li><i><b>Five Little Bunnies Hopping on a Hill</b></i> by Steve Metzger</li> <li><i><b>Counting Sheep</b></i> by Mike Wohnoutka</li> <li><i><b>Counting Is For The Birds</b></i> by Frank Mazzola, Jr.</li> <li><i><b>Seaweed Soup</b></i> by Stuart J. Murphy</li> </ul>	
<b>Objective 1.3</b>	
<ul style="list-style-type: none"> <li>Provide many different ways for the students to practice matching quantities and numerals to build an understanding for numbers one through nine. The students need to count using concrete materials. These activities may be introduced in small group and placed in the math-learning center for additional independent practice.</li> </ul>	
<b>Objective 1.4</b>	
<ul style="list-style-type: none"> <li><b>Secret Numbers:</b> Make very small numbers written on a piece of paper folded as a “secret”. Place the folded paper in a basket. Invite a student to reach into the basket and select a piece of folded paper. Ask</li> </ul>	

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<p>the student to open the secret paper and look at the number. Encourage the student to reach into the basket and get the quantities to match the secret number. After everyone has had a turn getting the secret number and quantities, select a student to share the number he/she chose from the basket. The student should say, “My secret number is 5, and I have 5 objects”. Encourage the student to touch and count each object.</p> <ul style="list-style-type: none"> <li>• <b>Number Draw:</b> Prepare a set of cards with a numeral written on each card. This activity is designed for a small group or partners. Place the cards on the table with the numeral side facing down. Invite a student to draw a card. Turn the card over and build a set of quantities to match the numeral card from provided set of objects. Continue with the activity until all the cards have been drawn. Number Draw may be placed in the math-learning center for the students to continue building sets of objects.</li> </ul>	
<b>Objective 1.8</b>	
<ul style="list-style-type: none"> <li>• <b>Do story problems daily during the calendar activities.</b> Invite the students to model the story problem. Say, “Jason is having a birthday party.” Have Jason to stand-up and say, “Jason is going to invite his three friends Diego, Garrett, and Zimal to come to his party.” Ask the three boys to stand-up. “Let’s count and see how many boys will be at Jason’s party altogether.” Invite the students to count with you. Have the boys stand together while the students count 1,2,3,4. Say, “Altogether there will be four boys at the party.”</li> </ul> <p>In the small group, use colored linking unifix cubes to build set of numbers. Have the students make set of two blue unifix cubes. Ask the students to make another set of three green unifix cubes. Count the cubes to see how many cubes altogether. Say, “Two blue cubes and three green cubes will make five cubes altogether.”</p>	
<b>Objective 2.1</b>	
<ul style="list-style-type: none"> <li>• Make several large red, green, and yellow felt stars to use on the flannel board. Sing the song as you place the corresponding felt stars on the flannel board. Invite the children to recite the song and create the corresponding pattern using the felt stars. Encourage the children to change the pattern using different color combinations (e.g., <i>A-B, A-B-B, A-A-B</i>). Then repeat the song using the children’s suggestions where indicated.</li> </ul>	
<b>Objective 2.2</b>	
<ul style="list-style-type: none"> <li>• <b>Classify Animals:</b> In this activity, use quality objects representing animals that live in the water, on the land, and in the air. Prepare word/picture labels for each category (e.g., land, air, water). In the small group discuss the animals and where they live. Invite the children to help classify the animals. After small group, this activity may be used in the math-learning center for independent practice.</li> </ul>	
<b>Objective 3.1</b>	
<ul style="list-style-type: none"> <li>• Provide a variety of geometric materials for children to use (e.g., <i>pattern blocks, unit blocks, puzzles, and stencils</i>) in the classroom. Provide puzzles and manipulatives that include a variety of geometric shapes including geometric puzzles of increasing complexity (e.g., <i>puzzles made of only triangle, puzzles with square and triangle shapes</i>).</li> </ul>	
<b>Objective 3.2</b>	
<ul style="list-style-type: none"> <li>• Collect various items, (e.g., boxes of different sizes and shapes, blocks, balls, cans) and other three-dimensional objects. Relate counting activities to geometric activities (e.g., discover how many faces, edges, or corners a cracker box has).</li> </ul>	

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<b>Timeline:</b>	<b>April 21 – May 23, 2014</b>
<b>Mathematics</b>	<b>UNIT 6</b>
<b>Objective 3.3</b> <ul style="list-style-type: none"> <li>• <b>Following Clues:</b> Before the lesson begins, place several objects around the room. Make a note where you placed each object in the classroom and the location of each object (e.g., cat, dog, car, unifix cube, shapes, sorting bears). Give verbal directions to each child. Remember to ask the child to repeat the directions. <ul style="list-style-type: none"> <li>•“Timmerian, look for the red triangle on the cubbie shelf.”</li> <li>•“Ana, look for the green unifix cube near the listening center.”</li> </ul> </li> </ul>	
<b>Objective 4.1</b> <ul style="list-style-type: none"> <li>• Provide materials and opportunities for the children to place objects in order from longest to shortest. Model “thinking out loud” as you work beside the child (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.”)</li> <li>• During the small group lesson, line up the children and see who is the shortest. Who is the tallest? Put the children in order.</li> </ul>	
<b>Objective 4.2</b> <ul style="list-style-type: none"> <li>• In a small group give the children some paper clips to see how long a pencil is. Have the children use different size of paper clips and investigate to see if the size of clips will change the measurement of the pencil.</li> </ul>	
<b>Objective 4.3</b> <ul style="list-style-type: none"> <li>• Gather play food to weigh on a food scale. Invite the children 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 children 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 children to explore predicting the weights of food and then weighing them. Encourage the children to talk about their predictions.</li> </ul>	
<b>Objective 4.4</b> <ul style="list-style-type: none"> <li>• <b>Day and Night:</b> 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>).</li> <li>• Make some pictures cards that demonstrate the differences in <i>day</i> and <i>night</i>. Invite the children to denote day and night by standing or sitting.</li> <li>• Collect pictures of daily activities (e.g., <i>meals, bath, playtime, bedtime</i>) that can be described using time words. Show the children each picture. Say, “<i>Tell me about this picture. What is happening?</i>” After the child has described each picture, place all the pictures in front of the child, 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.</li> </ul>	
<b>Objective 5.1</b> <ul style="list-style-type: none"> <li>• <b>Fruit Loops® Graph:</b> Prepare a copy of a six-column bar graph for each child. Glue one sample cereal piece of each color in the appropriate spot at the top of the graphs. Give each child a copy of the bar graph and a zip lock bag of Fruit Loops®. Invite the children to sort the cereal by color then place them on the graph in the appropriate column. Note: Introduce this activity using the questions on page 116. This activity will also develop fine motor skills.</li> </ul>	

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<b>Timeline:</b>	<b>April 21 – May 23, 2014</b>
<b>Mathematics</b>	<b>UNIT 6</b>
<p><b>Objective 5.3</b></p> <ul style="list-style-type: none"> <li>Fruit Loops Graph: After they complete their graphs, ask the children the following or similar questions to help them compare and interpret their graphs: <ul style="list-style-type: none"> <li>•“Does anyone have more red pieces than yellow pieces?” You may compare any two of the six colors (e.g., red, orange, yellow, green, blue, purple).</li> <li>•“Does anyone have two columns with the same number of pieces?”</li> <li>•“Which color has the most pieces on your graph?”</li> <li>•“Which color has the least pieces on your graph?”</li> <li>•“Does anyone have an empty column with no pieces?”</li> <li>•“Jason has four purple pieces. Does anyone else have four purple pieces?”</li> </ul> </li> </ul> <p><b>Objective 5.1</b></p> <ul style="list-style-type: none"> <li><b>Unit 3, Activity 3 (SF p. 74-77):</b> 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></li> <li><b>Unit 6, Activity 5 (SF p. 156-159):</b> 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></li> <li><b>Apple Graph:</b> 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 or in small groups.</li> <li><b>Shape Graph:</b> 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 116 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"> <li>•Sea shells (may be found at craft stores)</li> <li>•Pattern blocks (may be found at early care provider supply stores)</li> </ul> </li> <li>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"> <li>•<b>Lemonade for Sale</b> by Stuart J. Murphy</li> <li>•<b>The Best Vacation Ever</b> by Stuart J. Murphy</li> </ul> </li> <li><b>Birthday Photograph:</b> 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</li> </ul>	

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<b>Timeline:</b>	<b>April 21 – May 23, 2014</b>
<b>Mathematics</b>	<b>UNIT 6</b>
<p>Guidelines Checklist.</p> <ul style="list-style-type: none"> <li>• <b>Weather Graph:</b> 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 to enhance the students' graphing skills.</li> </ul> <p><b>Objective 5.3</b></p> <ul style="list-style-type: none"> <li>• <b>Apple Graph:</b> After completing this graph, ask the students the following questions to help them interpret the graph: <ul style="list-style-type: none"> <li>• "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.</li> <li>• "Next, let's count the yellow apples together." Model touching each apple as you count each number.</li> <li>• "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).</li> <li>• "Next, let's count the green apples together." Model touching each apple as you count each number.</li> <li>• "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.</li> <li>• "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.</li> <li>• "How many more red apples do we have than green apples?"</li> </ul> </li> <li>• <b>Shape Graph:</b> 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"> <li>• "Which graph column has the most shapes?"</li> <li>• If the first row has green triangles, ask "What is the total number of green triangles?"</li> <li>• "Which two columns have the same number of shapes?" Compare two columns of shapes.</li> <li>• "Which column has the least number of shapes?" Count with the students and model touching each shape as you count.</li> </ul> </li> <li>• <b>Yes or No Graphs:</b> 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"> <li>• "How many students in our classroom <i>have</i> a pet?"</li> <li>• "How many students in our classroom <i>do not</i> have a pet?"</li> <li>• "How many <i>more</i> students have pets than ones who do not have pets?"</li> <li>• "Do <i>most</i> of the students in our classroom <i>have</i> a pet?"</li> <li>• "Do <i>most</i> of the students in our classroom <i>not have</i> a pet?"</li> </ul> </li> </ul>	

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<b>Timeline:</b>	<b>April 21 – May 23, 2014</b>
<b>Mathematics</b>	<b>UNIT 6</b>
<b>Required Learning Centers:</b>	
<b>Dramatic Play Center (SF p. 136):</b> Our Collection—Students will use objects to make a graph showing how many items.	
<b>Art Center (SF p. 137):</b> Graphing Pizzas—Students will use paper plates to create a pizza. Graph how many toppings were used on pizza.	
<b>Creative Art/Math Center:</b> 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.).	
<b>Fine Motor Center: Fruit Loops® Graph:</b> 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 116. This activity will also develop fine motor skills.</i>	
<b>*Fine Motor/Math Center:</b> 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”).	
<b>Math Center</b>	
<ul style="list-style-type: none"> <li>Students will use a sorting mat to group M &amp; 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.</li> <li>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.</li> <li>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.</li> <li>Place color bears in Math Center with divided trays. Students will sort bears in section according to color.</li> <li>In groups of two to four, students will use Unifix cubes to measure the length of their partner’s shoe.</li> </ul>	
<b>Required Assessments:</b>	
<b>SF Unit 3, Activity 3:</b> Using Coordinates, p. 15	
<b>SF Unit 6, Activity 5:</b> Data Representation, p. 32	
<b>*SF Unit 7, Activity 2:</b> Logical Terms, p. 34	
<b>Early Growth Benchmark Assessments (end of the year)</b>	
<b>Additional Strategies/Student Activities/Learning Centers:</b>	
<b>Objective 1.1</b>	
<ul style="list-style-type: none"> <li><b>Cards and Counters:</b> In this activity the students will combine the quantities and numerals. Invite the student to place the numeral cards on the table and match the quantities to the numeral. The numerals and quantities may be placed in order. However, as an assessment the student will need to match the quantities and numerals out of order and then place them in order. <i>Note: For numbers, four through nine follow the same steps as used to teach numbers one through three. Return to Part I of the Three Part Lesson and teach three new numbers. Follow all the steps and remember to review and check for understanding each time before progressing to the next number.</i></li> </ul>	

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<b>Mathematics</b>	<b>UNIT 6</b>
<b>Objective 1.4</b> <ul style="list-style-type: none"> <li>• <b>Secret Numbers:</b> Make very small numbers written on a piece of paper folded as a “secret”. Place the folded paper in a basket. Invite a student to reach into the basket and select a piece of folded paper. Ask the student to open the secret paper and look at the number. Encourage the student to reach into the basket and get the quantities to match the secret number. After everyone has had a turn getting the secret number and quantities, select a student to share the number he chose from the basket. The student should say, “My secret number is 5, and I have 5 objects”. Encourage the student to touch and count each object.</li> </ul> <b>Objective 1.8</b> <ul style="list-style-type: none"> <li>• In a small group explore the concept to distribute equally a set of objects into two or more smaller sets. Use a set of counters (e.g., 10 -12) and give each student in the group a counter. Continue to distribute the counters until all the counters have been given to the students. Note: This activity may be repeated throughout the year; however, use different objects manipulatives and quantities with each lesson.</li> </ul> <b>Objective 2.1</b> <ul style="list-style-type: none"> <li>• <b>Patterns in Music:</b> Invite the children to listen to a variety of music and explore the different patterns in the music. Create musical patterns by playing on cans, drums or rhythm sticks. Model the pattern and have the children repeat the pattern. To extend the activity, encourage the children to repeat and extend the pattern. Invite a child to create a new pattern for the class to follow.</li> </ul> <b>Objective 2.2</b> <ul style="list-style-type: none"> <li>• <b>Identifies alike and different:</b> Provide a basket of objects for the children to investigate. Invite the children to tell how their objects are alike (e.g., they are all yellow, they are all smooth, they are all pencils).</li> </ul> <b>Objective 3.1</b> <ul style="list-style-type: none"> <li>• <b>Shape Walk:</b> Invite the children to take a Shape Walk outside. Encourage the children to identify the various shapes found outside. When you return to the classroom, discuss the shapes observed on the walk.</li> </ul> <b>Objective 3.2</b> <ul style="list-style-type: none"> <li>• <b>Solids in Nature:</b> Go for a nature walk and see if the children can locate solids in nature. Help the children to understand geometry is all around us. We just need to look for it!</li> </ul> <b>Objective 3.3</b> <ul style="list-style-type: none"> <li>• <b>Where Are My Mittens?</b> (Geometry skill using positional words) Before beginning this activity, refer to the Math Nursery Rhyme, “Three Little Kittens” located on page 20. You should repeat the rhyme with the children and then do the following activity. This activity is designed to strengthen your children’s understanding of positional words. The activity may be used in a large or small group. Before the activity begins, hide one mitten from each three sets in different locations in the classroom (e.g., hide mittens under a chair, beside a bookcase, in a basket). During the group time, recite the traditional nursery rhyme with the children. Then invite one child to search for a lost mitten. When the child finds a mitten, encourage him/her to use a positional-word phrase to tell where he/she found the mitten. Repeat the process with the remaining two mittens. Continue the activity by asking three different children to hide one mitten each in a different position around the classroom. Choose another child to search for a</li> </ul>	

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<p>lost mitten and describe its position. At this point in the activity, you may continue the process until each child has had a turn hiding or finding a mitten. You may introduce this activity over several days, working with a few children each day, to present the activity then repeat it on succeeding days. Note: Plan group activities for 15-20 minutes at one time. When the children become disinterested, stop the activity.</p> <p><b>Objective 4.1</b></p> <ul style="list-style-type: none"> <li>• <b>Full and Empty:</b> Demonstrate filling an empty glass with water and say, “This glass is full.” Next, pour the water out and say, “This glass is empty; there is nothing in the glass.” Place two glasses on the table and help the child fill one with water. Ask the child to tell you which glass is full. Repeat the procedure filling bowls with grapes, cans with rocks, or boxes with beans. Allow the child to pour and empty the bowls.</li> <li>• Explain that a giraffe’s neck is about 6 feet long. Place a 6-foot strip of masking tape on the floor. Invite the children to find out how many blocks it takes to match the line.</li> </ul> <p><b>Objective 4.2</b></p> <ul style="list-style-type: none"> <li>• In small groups, using a string the children can measure how tall they are. The strings can be displayed to see who is the tallest and who is the shortest. Arrange the children in order beginning with the tallest.</li> <li>• In small group, use a string to measure the circumference of an object (e.g., pumpkin, watermelon, cantaloupe, orange, tree).</li> </ul> <p><b>Objective 5.1</b></p> <ul style="list-style-type: none"> <li>• <b>Jewel Stone Graph:</b> 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.</li> <li>• <b>Fruit Loops® Graph:</b> 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. Note: Introduce this activity using the questions on page 116. This activity will also develop fine motor skills.</li> <li>• <b>Physical Graph of Blocks:</b> This graphing activity is designed for a large group. Gather several blocks in two different colors (e.g., red and green) and place them in a paper bag.</li> <li>• Take two pieces of construction paper that match the colors of the blocks and place them on the floor. Invite each student to reach in the bag and draw out one block. Have each student stack up his or her block on the appropriate color piece of construction paper. When each student has had a turn, explain that they have made a graph of blocks. Show the students an example of a paper bar graph and compare it to the block towers.</li> </ul>	

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<b>Mathematics</b>	<b>UNIT 6</b>
<b>Objective 5.2</b> <ul style="list-style-type: none"> <li>• <b>Travel to School:</b> 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 of 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. Note: Introduce this activity using the questions on page 118. You may also graph: <ul style="list-style-type: none"> <li>• types of shoes the students are wearing (e.g., tie or laces, buckle, slip-on, Velcro)</li> <li>• characteristics of the students (e.g., eye color, hair color, clothes color)</li> </ul> </li> <li>• <b>How Many Boys and Girls?</b> 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 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?”). Note: Introduce this activity using the questions on page 118.</li> <li>• When using graphs to represent the students’ preferences, ideas, or experiences, you may use small items for graphing including: <ul style="list-style-type: none"> <li>• Stickers or Post-it notes</li> <li>• Paper shapes or figures</li> <li>• Students’ names or pictures</li> <li>• Tally marks or checkmarks</li> </ul> </li> </ul> <b>Objective 5.3</b> <ul style="list-style-type: none"> <li>• <b>Birthday Photo-graph:</b> 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"> <li>• “Which month has the most birthdays?” Count with the students and model touching each birthday photo as you count.</li> <li>• “Which month has the least birthdays?”</li> <li>• “Which two months have the same number of birthdays?”</li> <li>• “Do we have more birthdays in the spring or summer?”</li> <li>• “Do we have more birthdays in the fall or winter?”</li> <li>• “Which month has only one birthday?”</li> <li>• “Which month has no birthday?”</li> <li>• “Which month has more girls’ birthdays than boys?”</li> </ul> </li> <li>• <b>Weather Graph:</b> 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"> <li>• “How many days this month was it sunny?”</li> <li>• “How many days this month was it rainy?”</li> <li>• “Which type of weather did we have the most this month?”</li> <li>• “Did we have more days that were hot or cold this month?”</li> </ul> </li> </ul>	

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<b>Mathematics</b>	<b>UNIT 6</b>
<b>Objective 5.3</b> <ul style="list-style-type: none"> <li>• <b>Fruit Loops Graph:</b> After they complete their graphs, ask the students the following or similar questions to help them compare and interpret their graphs: <ul style="list-style-type: none"> <li>• “Does anyone have more red pieces than yellow pieces?” You may compare any two of the six colors (e.g., red, orange, yellow, and green, blue, purple).</li> <li>• “Does anyone have two columns with the same number of pieces?”</li> <li>• “Which color has the most pieces on your graph?”</li> <li>• “Which color has the least pieces on your graph?”</li> <li>• “Does anyone have an empty column with no pieces?”</li> <li>• “Jason has four purple pieces. Does anyone else have four purple pieces?”</li> </ul> </li> <li>• <b>Favorite Ice Cream Graph:</b> 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"> <li>• “What ice cream does our classroom like the most?”</li> <li>• “Which ice cream does our classroom like the least?”</li> <li>• “What is our second favorite ice cream?”</li> <li>• “Do we have two columns that have the same numbers of ice cream?”</li> </ul> </li> </ul>	

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<b>Timeline:</b>	<b>April 21 – May 23, 2014</b>
<b>Scientific Investigation Development</b>	
<b>UNIT 6</b>	
<b>Competencies:</b> 1. Develops awareness of living and non-living things  5. Develops awareness and appreciation for the environment  6. Engages in simple investigations using science process	<b>Objectives:</b> 1.1- Names and describes plants, animals, and humans 1.2- Explores plants, animals, and human life cycles 1.3- Recognizes the needs of living things 1.5- Observes and describes characteristics of non-living things  5.2- Explores caring for the environment 5.4 -Describes weather ( <i>Ongoing</i> )  6.1- Becomes aware of investigative process 6.2- Makes careful observations, using all of the senses 6.3- Describes, compares, sorts and classifies, and orders 6.4- Uses a variety of simple tools to extend observations 6.5- Explores materials, objects, and events and notices cause and effect 6.6- Engages in simple investigations 6.7- Describes and communicates observations, results, and ideas 6.8 -Works collaboratively with others

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<b>Timeline:</b>	<b>April 21 – May 23, 2014</b>
<b>Scientific Investigation Development</b>	<b>UNIT 6</b>
<b>Required Teaching Strategies/Student Activities:</b>	
<b>Objective 1.1</b> <ul style="list-style-type: none"> <li>Match animals by covering (e.g. scales, feather, and fur). Provide several types of reptiles, birds, or mammals.</li> <li>Classify animal types by land, air, or water. Include several examples of birds, fish, and mammals.</li> </ul> <b>Objective 1.3</b> <ul style="list-style-type: none"> <li><b><i>Making Butter:</i></b> Pour whipping cream into baby food jars. Shake the jars until a ball of butter forms in the jar. Liquid and solid will separate. Spread the butter on bread to eat.</li> </ul>	
<b>Required Teaching Strategies/Student Activities:</b>	
<b>Objective 5.2</b> <ul style="list-style-type: none"> <li>Discuss with the student the meaning of reusing, which is when you find a new use for an existing item: <ul style="list-style-type: none"> <li>Decorate a bag and use it as a gift bag</li> <li>Put leftovers into a clean container from some other food</li> <li>Turn a used box into storage</li> <li>Decorate a can to hold pencils</li> <li>Save packing peanuts and boxes for sending someone a gift.</li> </ul> </li> <li>Earth Day is recognized on April 22 of each year. Share with students that people make promises to help the environment on Earth Day. Involve the students in special projects on Earth Day. Surf the Internet for activities.</li> </ul> <b>Objective 5.4</b> <ul style="list-style-type: none"> <li><b><i>Solar Heat:</i></b> Have a classroom discussion: Why do we have warm days and cold days? Does the sun give us heat? The students will predict what will melt in the sun: chocolate, butter, birthday candle, cheese, crayons, etc. We put each item in a foil-baking cup, place the muffin tin, and leave it for a while in the sunshine. For an extra treat, we also leave a foil cup of chocolate chips for each student in the sunshine (covered with clear plastic wrap). When the chocolate melts, the kids can dip pretzel sticks in the melted chocolate.</li> </ul>	
<b>Competency 6: Ongoing</b>	
<b>Required Learning Centers:</b>	
<b>Outdoor Collage:</b> <ul style="list-style-type: none"> <li>Gather the nature materials in a set of small boxes. Label each box with the name and a visual. Make a sample collage for display in the Art Center. Assist the students in choosing a pizza round as the surface for their collage. Use white glue to attach the materials onto the surface.</li> </ul> <b>Discovery:</b> <ul style="list-style-type: none"> <li>Objectives: Students show interest in investigating unfamiliar objects; predicts what will happen based on previous experience; and interact with peers.</li> <li><b><i>Materials:</i></b> plastic tub filled with water; plastic measuring cups; tall and short plastic containers that hold the same volume of water; journals.</li> </ul>	

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<b>Timeline:</b>	<b>April 21 – May 23, 2014</b>
<b>Scientific Investigation Development</b>	<b>UNIT 6</b>
<b>Resources/Materials:</b>	
Paper Plate White glue Variety of Nature (pinecones, leaves, sweet gum balls, sticks, seashells and pieces from evergreen trees) Set of Small Boxes Plastic tub Plastic measuring cups Tall and Short plastic containers Journals	
<b>Assessment Methods:</b>	
Teacher Observation	
<b>Additional Strategies/Student Activities/Learning Centers:</b>	
Sort <ul style="list-style-type: none"> <li>Sort animal types by habitats (i.e. places where they live). Include animals from forests, jungles, farms, oceans, and deserts.</li> </ul>	

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<b>Timeline:</b> April 21 – May 23, 2014	
<b>Social and Emotional Development</b>	
<b>Competencies:</b>	<b>UNIT 6</b>
1. Demonstrate a positive self-concept	<b>Objectives:</b> 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 ( <i>Ongoing</i> )
2. Demonstrates control over emotions and behavior in various settings	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 ( <i>Ongoing</i> )
3. Develops positive engagement in the learning environment	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 3.1 -Demonstrates appropriate use and care for living things such as a classroom pet or plant 3.4- Shows an awareness of and care of classroom and personal 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 ( <i>Ongoing</i> )
4. Develops positive relationships with adults and students	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

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<b>Social and Emotional Development</b>	<b>UNIT 6</b>
	<p>4.4 - Begins to develop an awareness of others' feelings and begins to show empathy</p> <p>4.5- Shows acceptance of individuals different from herself or himself through positive interactions</p> <p>4.6- Begins to use positive language or demonstrate 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 (<i>Ongoing</i>)</p>

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<b>Social and Emotional Development</b>	<b>UNIT 6</b>
<b>Required Teaching Strategies/Student Activities</b>	
<p><b>Objective 1.1</b></p> <ul style="list-style-type: none"> <li>Ask family members or volunteers from the community to assist in the center occasionally to provide more individualized attention and affection for the students. For example, family members could come to share lunch or community members could work with the students individually or in small groups teaching them a new craft or activity.</li> </ul> <p><b>Objective 1.2</b></p> <ul style="list-style-type: none"> <li>Allow the students to create a collage using pictures cut from magazines of things that they need (e.g., food, clothing, homes) and things that they like (e.g., <i>candy, fancy shoes, toys</i>). Let them share their collages with the group.</li> </ul> <p><b>Objective 1.3</b></p> <ul style="list-style-type: none"> <li>To help the students learn how to label their emotional experiences, explain and model how emotions are experienced in the body. Have the students act out the ways their bodies feel when they experience a specific emotion: <ul style="list-style-type: none"> <li>• Explain that when some people feel <b>scared</b> they may feel cold all over their body (<i>pretend to shiver</i>) or they may feel “butterflies in their stomach” (<i>lightly tickle your midsection with the tips of your fingers</i>).</li> <li>• Explain that when some people are <b>mad</b> they may feel hot all over their body (<i>fan your face</i>) or stiffen up their jaw (<i>act out tensing up in anger</i>).</li> <li>• Explain that when some people feel <b>happy</b> they may feel warm all over their body (<i>give yourself a hug</i>) or may relax their muscles (<i>take in a deep breath and let it out to relax</i>).</li> <li>• Explain that when some people feel <b>sad</b> they may feel tired and heavy (<i>droop down</i>) or ache all over their body (<i>act out rubbing aching muscles</i>) or may have trouble breathing (<i>act out labored breathing during sobbing</i>).</li> <li>• Explain that when some people feel <b>surprised</b> they may feel tense all over their body (<i>act out tensing up in surprise</i>) or cover their face with their hands (<i>act out</i>).</li> <li>• Explain that when some people feel <b>excited</b> they may feel wiggly all over their body (<i>wiggle all over</i>) or jump up and down (<i>act out</i>).</li> </ul> </li> </ul> <p><b>Objective 1.4</b></p> <ul style="list-style-type: none"> <li>Model making positive statements about yourself and your accomplishments as well as making positive statements about the students and their accomplishments. Try to focus compliments on attitudes or behaviors that can be changed (e.g., “<i>you were very nice to Tom when he was sad.</i>” “<i>You worked really hard on your drawing!</i>”), rather than characteristics that are not under the students’ control (e.g., “<i>You are so pretty!</i>” “<i>You are very tall.</i>”).</li> </ul>	

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<b>Timeline:</b>	<b>April 21 – May 23, 2014</b>
<b>Social and Emotional Development</b>	<b>UNIT 6</b>
<p><b>Objective 2.1</b></p> <ul style="list-style-type: none"> <li>To move the students into activities during arrival, have each student move to a new area using a fun physical action (e.g., <i>tiptoe, hop, creep, pretend to skate, move like an animal such as a cat, caterpillar, or elephant</i>).</li> </ul> <p><b>Objective 2.2</b></p> <ul style="list-style-type: none"> <li>Model respectful ways of interacting with others when taking turns during circle activities (e.g. <i>pausing and looking at the person whose turn is next, waiting for them to begin, being attentive when they are taking their turn, being aware when it is your turn so others do not have to wait on you</i>): <ul style="list-style-type: none"> <li>•Use songs and finger plays that encourage turn taking. (e.g., <i>using call-and-response</i>)</li> <li>•Have the students take turns sharing information (e.g., <i>Show-and-Tell</i>).</li> <li>•Read stories with repeated text and have the students say the repeated text line while you read the other text to practice the reciprocal nature of turn taking.</li> </ul> </li> </ul> <p><b>Objective 2.3</b></p> <ul style="list-style-type: none"> <li>Use a timer to set a limit on playtime with popular activities or toys. When the students need to transition help them find a similar activity that they will enjoy (e.g., <i>moving from blocks to puzzles</i>).</li> </ul> <p><b>Objective 2.4</b></p> <ul style="list-style-type: none"> <li>Talk with the students to tell them that you expect them to use words rather than physical means to solve their problems and express themselves when they are angry. Teach them acceptable words to use to convey their angry emotions (e.g., <i>“That makes me angry.” “I don’t like it when you take my toy.”</i>) Plan words for predictable situations: <ul style="list-style-type: none"> <li>•“Tommie, I will give you the truck when I am finished playing with it.”</li> <li>•“Shanna, please tell me when you are finished with the frog puppet.”</li> </ul> </li> </ul> <p><b>Objective 2.5</b></p> <ul style="list-style-type: none"> <li>When you make mistakes throughout the day, model recognizing a mistake, accepting the consequences of the mistake, and using positive self-talk to encourage yourself to correct the mistake (e.g., “Oops! I made a mistake. Let me correct it.”)</li> </ul> <p><b>Objective 3.1</b></p> <ul style="list-style-type: none"> <li><b>Group Story:</b> Have the students sit together and listen to you as you share an interesting sentence (e.g., “I met a giant on my way to school this morning.”) Have the students take turns adding sentences to the story until everyone who wants one has had a turn. Write up the story and have the students create illustrations.</li> </ul> <p><b>Objective 3.2</b></p> <ul style="list-style-type: none"> <li>Provide each student with a space to store his or her personal items (e.g., <i>cubby</i>). Label this area with his or her name and picture.</li> </ul>	

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<b>Social and Emotional Development</b>	<b>UNIT 6</b>
<p><b>Objective 3.3</b></p> <ul style="list-style-type: none"> <li>Explain to the students how you expect them to dispose of waste materials. Consider setting aside a space in the art area to collect scrap materials for use in arts crafts projects (<i>e.g., 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 (<i>e.g., rinse out jars and squeeze bottles that have been emptied and dried thoroughly inside and out</i>).</li> </ul> <p><b>Objective 3.4</b></p> <ul style="list-style-type: none"> <li>Plant seeds and watch them grow. Select plants that will be easy for the students to grow. Include flowers (<i>e.g., cornflower, marigolds, nasturtium</i>), herbs (<i>e.g., chives, lavender, rosemary</i>), and vegetables (<i>e.g., beans, radishes, lettuce</i>). Once these seedlings have grown large enough to safely transplant, you may transfer them to a protected area outside.</li> </ul> <p><b>Objective 3.5</b></p> <ul style="list-style-type: none"> <li>Use visuals to explain the classroom rules and the daily schedule to the students. This is particularly important to help students who cannot read. It is best to use pictures or drawings of students obeying the rules or engaging in the behavior expected. You may also use some pictures or drawings of materials to represent an activity (<i>e.g., 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></li> </ul> <p><b>Objective 3.6</b></p> <ul style="list-style-type: none"> <li>Celebrate the students' 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"> <li>•Chris can write his name.</li> <li>•Maria can button her coat.</li> <li>•Lela caught a ball today.</li> <li>•Marcus tied his shoes this morning.</li> </ul> </li> </ul> <p><b>Objective 4.1</b></p> <ul style="list-style-type: none"> <li>Provide ample time for free play in learning centers throughout day to encourage the students to interact positively with others.</li> </ul> <p><b>Objective 4.2</b></p> <ul style="list-style-type: none"> <li>Encourage the students to draw pictures and tell stories about themselves, their families, and their cultural practices.</li> </ul> <p><b>Objective 4.3</b></p> <ul style="list-style-type: none"> <li>In pairs, allow the students to use the tape recorder to interview each other. Then play the tapes back to the large group and have them guess which student is talking.</li> </ul> <p><b>Objective 4.4</b></p> <ul style="list-style-type: none"> <li><b>What Am I Feeling?</b> Create feeling cards with faces that express particular emotions. Ask the student to demonstrate how they feel by mimicking the faces on the feeling cards. Invite one student to identify the feeling demonstrated by his or her neighbor in the class. Have the neighbor tell what feeling she or he was expressing. Have that student guess the feeling of his or her neighbor. Continue until each student has had a turn to guess a feeling and demonstrate a feeling.</li> </ul>	

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<p><b>Objective 4.5</b></p> <ul style="list-style-type: none"> <li>Discuss students of different cultures and how they are the same and different from the students in the class. Discuss similarities and differences in physical characteristics (e.g., <i>skin color, eye, color, hair, height</i>) and cultural differences (e.g., <i>language, customs, and clothes</i>).</li> </ul> <p><b>Objective 4.6</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Objective 4.7</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Objective 4.8</b></p> <ul style="list-style-type: none"> <li>Provide several toys of the same kind to encourage parallel play (e.g., <i>several pails and shovels for a sand area, several toy cars with a racetrack, a long chalkboard with several pieces of chalk</i>).</li> </ul> <p><b>Objective 4.9</b></p> <ul style="list-style-type: none"> <li>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"> <li>•<b>Name Game:</b> Have a small group of students sit in a circle. Model playing by saying, “My name is _____ and I’m going to roll the ball to _____.” 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></li> <li>•<b>Snatch!:</b> Have a group of four to six students sit at a table. Display five to six familiar objects on the table (e.g., <i>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></li> </ul> </li> </ul> <p><b>Objective 4.10</b></p> <ul style="list-style-type: none"> <li>Model seeking help for a problem. Ask the students for suggestions to accomplish a task or to deal with a situation (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?”)</li> </ul> <p><b>Objective 4.11</b></p> <ul style="list-style-type: none"> <li><b>Listening Bingo:</b> Prepare several cards with different arrangement of pictures of objects that make recognizable sounds (e.g., <i>car, basketball, phone, 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.</li> </ul>	

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<b>Social and Emotional Development</b>	<b>UNIT 6</b>
<b>Required Learning Centers:</b>	
See Language Curriculum (Discovery & Dramatic Play Centers)	
<b>Required Assessment Methods:</b>	
See Language Curriculum	

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<b>Social and Emotional Development</b>	<b>UNIT 6</b>
<b>Additional Strategies/Student Activities/Learning Centers:</b>	
<b>Objective 1.1</b>	
<ul style="list-style-type: none"> <li>Read literature with the students to explore appropriate ways to seek and show acceptance of attention or affection.</li> </ul>	
<b>Suggested Titles:</b>	
<ul style="list-style-type: none"> <li>• <i>A Book of Hugs</i> by Thomas Y. Cromwell</li> <li>• <i>A Hug for You</i> by Margaret Anastas</li> <li>• <i>A Hug Goes Around</i> by Laura K. Melmed</li> <li>• <i>Full, Full, Full of Love</i> by Trish Cooke</li> </ul>	
<b>Objective 1.2</b>	
<ul style="list-style-type: none"> <li>Read literature with the students to explore appropriate ways to express their needs and preferences.</li> </ul>	
<b>Suggested Titles:</b>	
<ul style="list-style-type: none"> <li>• <i>Green Eggs and Ham</i> by Dr. Seuss</li> <li>• <i>If You Give a Moose a Muffin</i> by Laura Joffe Numeroff</li> <li>• <i>If You Give a Mouse a Cookie</i> by Laura Joffe Numeroff</li> <li>• <i>The Very Hungry Caterpillar</i> by Eric Carle</li> </ul>	
<b>Objective 1.3</b>	
<ul style="list-style-type: none"> <li>Read literature with students to learn about different feelings and ways to speak your mind.</li> </ul>	
<b>Suggested Titles:</b>	
<ul style="list-style-type: none"> <li>• <i>C is for Curious: An ABC of Feelings</i> by Woodleigh Hubbard</li> <li>• <i>Curious George's Are You Curious?</i> By H.A. Rey</li> <li>• <i>Feelings</i> by Alik</li> <li>• <i>Oh! The Things You Can Think</i> by Dr. Seuss</li> <li>• <i>The Feelings Book</i> by Todd Parr</li> <li>• <i>The Way I Feel</i> by Janan Cain</li> <li>• <i>Today I Feel Silly: An Other Moods That Make My Day</i> by Jamie Lee Curtis</li> </ul>	
<b>Objective 1.4</b>	
<ul style="list-style-type: none"> <li>Read literature with students to explore self-affirmations and appropriate ways to demonstrate pride and confidence.</li> </ul>	
<b>Suggested Titles:</b>	
<ul style="list-style-type: none"> <li>• <i>A Color of His Own</i> by Leo Lionni</li> <li>• <i>I Like Myself</i> by Karen Beaumont</li> <li>• <i>I'm Gonna Like Me: Letting Off a Little Self-Esteem</i> by Jamie Lee Curtis</li> <li>• <i>Inch by Inch</i> by Leo Lionni</li> <li>• <i>Just Me</i> by Marie Hall Ets</li> <li>• <i>Matthew's Dream</i> by Leo Lionni</li> <li>• <i>When I Was Little: A Four-Year-Old's Memoir of Her Youth</i> by Jamie Lee Curtis</li> </ul>	
<b>Objective 2.1</b>	
<ul style="list-style-type: none"> <li>When giving directions to transition, make sure to get every student's eye contact before giving the instructions. Have a special signal that you use (e.g., <i>sound a bell or strike a xylophone</i>) to</li> </ul>	

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<b>Timeline:</b>	<b>April 21 – May 23, 2014</b>
<b>Social and Emotional Development</b>	<b>UNIT 6</b>
<p>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.</p> <p><b>Objective 2.2</b></p> <ul style="list-style-type: none"> <li>Have a system that limits the number of students in centers. Have the students use name badges to place on the center sign, pocket, or cup to indicate in which center they are engaged. Have the students move their name badge with them when they move to another center. Have the students practice what to do if the center to which they want to move is already full (e.g., <i>put their name on a waiting list, find another activity to do while they wait, talk with another student who is waiting</i>).</li> </ul> <p><b>Objective 2.3</b></p> <ul style="list-style-type: none"> <li>Read literature with students to explore ways to cope with disappointment.</li> </ul> <p><b>Suggested Titles:</b></p> <ul style="list-style-type: none"> <li>• <i>A Good Day for Listening</i> by Mary Ellen King</li> <li>• <i>Hurty Feelings</i> by Helen Lester</li> <li>• <i>Let's Talk About Feeling Defeated</i> by Joy W. Berry</li> <li>• <i>Let's Talk About Feeling Disappointed</i> by Joy W. Berry</li> <li>• <i>Let's Talk About Feeling Embarrassed</i> by Joy W. Berry</li> <li>• <i>Let's Talk About Feeling Sad</i> by Joy W. Berry</li> <li>• <i>Let's Talk About Feeling Worried</i> by Joy W. Berry</li> <li>• <i>The Hurt</i> by Teddi Doleski</li> <li>• <i>The Last Puppy</i> by Frank Asch</li> <li>• <i>The Very Lonely Firefly</i> by Eric Carle</li> <li>• <i>The Very Quiet Cricket</i> by Eric Carle</li> </ul> <p><b>Objective 2.4</b></p> <ul style="list-style-type: none"> <li>Read literature with students to explore appropriate ways to express frustration and anger.</li> </ul> <p><b>Suggested Titles:</b></p> <ul style="list-style-type: none"> <li>• <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst</li> <li>• <i>Benny's Had Enough</i> by Barbro Lindgren and Olof Landstrom</li> <li>• <i>Feet Are Not for Kicking</i> by Elizabeth Verdick</li> <li>• <i>Hands Are Not for Hitting</i> by Martine Agassi</li> <li>• <i>Just Being Me #1: I'm SO Mad!</i> By Robie Harris</li> <li>• <i>Let's Talk About Accepting "No"</i> by Joy W. Berry</li> <li>• <i>Let's Talk About Feeling Angry</i> by Joy W. Berry</li> <li>• <i>Let's Talk About Feeling Frustrated</i> by Joy W. Berry</li> <li>• <i>Let's Talk About Feeling Jealous</i> by Joy W. Berry</li> <li>• <i>The Grouchy Ladybug</i> by Eric Carle</li> <li>• <i>To the Beach!</i> By Linda Ashman</li> <li>• <i>When Sophie Gets Angry...Really, Really Angry</i> by Molly Bang</li> <li>• <i>Where the Wild Things Are</i> by Maurice Sendak</li> </ul>	

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<b>Social and Emotional Development</b>	<b>UNIT 6</b>
<b>Objective 2.5</b> <ul style="list-style-type: none"> <li>Read literature with students to explore accepting the consequences of making mistakes and using appropriate coping strategies to prevent emotional outbursts.</li> </ul> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>•<i>All By Myself</i> by M. Mayer</li> <li>•<i>Amelia Bedelia</i> by Parish and Herman Parish</li> </ul> <b>Objective 3.1</b> <ul style="list-style-type: none"> <li>Read literature with the students about curious or active characters.</li> </ul> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>•<i>Curious George</i> by Hans Augusto Rey</li> </ul> <b>Objective 3.2</b> <ul style="list-style-type: none"> <li>Read literature with the students that illustrate community versus personal property and the property of others.</li> </ul> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>•<i>It's Mine</i> by Leo Lionni</li> <li>•<i>King of the Playground</i> by Phyllis Reynolds Naylor</li> <li>•<i>Lilly's Purple Plastic Purse</i> by Kevin Henkes</li> </ul> <b>Objective 3.3</b> <ul style="list-style-type: none"> <li>Have the students rotates as daily helpers in passing out materials and cleaning up.</li> </ul> <b>Objective 3.4</b> <ul style="list-style-type: none"> <li>Read literature with the students about caring for living things.</li> </ul> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>•<i>A Tiny Seed</i> by Eric Carle</li> <li>•<i>Clifford, the Big Red Dog</i> by Norman Bridwell</li> <li>•<i>Emma's Pet</i> by David McPhail</li> <li>•<i>Growing Vegetable Soup</i> by Lois Elhart</li> <li>•<i>I Want a Pet</i> by Lauren Student</li> <li>•<i>Jack's Garden</i> by Henry Cole</li> <li>•<i>Not Norman: A Goldfish Story</i> by Kelly Bennett</li> <li>•<i>Planting a Rainbow</i> by Lois Elhart</li> <li>• <i>The Best Pet of All</i> by David Larochelle</li> </ul> <b>Objective 3.5</b> <ul style="list-style-type: none"> <li>Provide dependable routines for the students so that they will learn what is expected of them and how to meet those expectations. Ensure that the students know the routines and how to complete their expected tasks.</li> </ul> <b>Objective 3.6</b> <ul style="list-style-type: none"> <li>Read literature with the students about completing tasks independently.</li> </ul> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>•<i>All By Myself</i> by Aliko Brandenburg</li> <li>•<i>I Can Do It!</i> By Jana Novotny Hunter</li> <li>•<i>The Very Busy Spider</i> by Eric Carle</li> </ul>	

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<b>Social and Emotional Development</b>	<b>UNIT 6</b>
<b>Objective 4.1</b> <ul style="list-style-type: none"> <li>Read literature with the students about approaching other positively and enjoying relationships with others.</li> </ul> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>•<i>Best Friends</i> by Miriam Cohen</li> <li>•<i>Do You Want to Be My Friend</i> by Eric Carle</li> <li>•<i>Friends</i> by Helme Heine</li> <li>•<i>How to Be A Friend: A Guide to Making Friends and Keeping Them</i> by Laurie Krasny Brown</li> <li>•<i>Let's Be Friends Again!</i> By Hans Wilhelm</li> <li>•<i>My Friend Leslie, the Story of a Handicapped Student</i> by Maxine Rosenberg</li> <li>•<i>We Are Best Friends</i> by Alik</li> <li>•<i>Will I Have a Friend?</i> By Miriam Cohen</li> </ul> <b>Objective 4.2</b> <ul style="list-style-type: none"> <li><b>All About Me:</b> For this game use one playground ball (or similar medium-sized ball). Have the students sit in a circle. Model sharing information about yourself with the students (e.g., "<i>I have one brother and two sisters.</i>"). Then roll the ball to a student in the circle. Encourage that student to share information with the other students then roll the ball to another student. Continue around the circle until each student has had a turn. You may need to assist the students in understanding what information is appropriate to share and what might be too personal.</li> </ul> <b>Objective 4.3</b> <ul style="list-style-type: none"> <li>Read literature with the students about listening to others.</li> </ul> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>•<i>Listen, Buddy</i> by Helen Lester</li> <li>•<i>The Best Time to Read</i> by Debbie Bertram</li> </ul> <b>Objective 4.4</b> <ul style="list-style-type: none"> <li>Read literature with students to explore the feelings of others.</li> </ul> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>•<i>A Chair for My Mother</i> by Vera B. Williams</li> <li>•<i>Alfie Gives a Hand</i> by Shirley Hughes</li> <li>•<i>First Day Jitters</i> by Julie Danneberg</li> <li>•<i>Learning to Get Along: Understand and Care</i> (book series) by Cheri J. Meiners</li> <li>•<i>Toot and Puddle: You are My Sunshine</i> by Holly Hobbie</li> <li>•<i>Walter Was Worried</i> by Laura Vaccaro Seeger</li> </ul> <b>Objective 4.5</b> <ul style="list-style-type: none"> <li>Read literature with the students to explore diverse characters.</li> </ul> <b>Suggested Titles:</b> <ul style="list-style-type: none"> <li>•<i>A Very Special Critter</i> by Mercer Mayer</li> <li>•<i>Black is Brown is Tan</i> by Arnold Adoff</li> <li>•<i>Extraordinary Friends</i> by Fred Rogers</li> <li>•<i>Hats Off to Hair!</i> By Virginia Kroll</li> <li>•<i>I Have a Sister, My Sister is Deaf</i> by Jeanne Peterson</li> </ul>	

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<p><b>Objective 4.6</b></p> <ul style="list-style-type: none"> <li>Maintain a high ratio of positive comments to negative comments (i.e., <i>aim for eight positive for every one negative</i>) to ensure an encouraging learning environment that supports the development of positive relationships in the classroom. Be careful when giving direct instructions that your phrasing or tone of voice does not lead a student to interpret your direction as a negative comment (e.g., “<i>Sit down, now!</i>” vs. “<i>Let’s sit on the carpet together.</i>”)</li> </ul> <p><b>Objective 4.7</b></p> <ul style="list-style-type: none"> <li>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 the following: <ul style="list-style-type: none"> <li>•Duck, Duck, Goose</li> <li>•Farmer in the Dell</li> <li>•Freeze Tag</li> <li>•Fruit Basket Turnover</li> <li>•Hide and Seek</li> </ul> </li> </ul> <p><b>Objective 4.8</b></p> <ul style="list-style-type: none"> <li>Organize games that encourage the students to play in small groups (e.g., <i>ring-around the rosey, hopscotch, and hot potato</i>).</li> </ul> <p><b>Objective 4.9</b></p> <ul style="list-style-type: none"> <li>Read literature with the students with characters that play cooperatively.</li> </ul> <p><b>Suggested Titles:</b></p> <ul style="list-style-type: none"> <li>•<i>Learning to Get Along: Share and Take Turns</i> (book series) by Cheri J. Meiners</li> <li>•<i>Let’s Talk About Playing with Others</i> by Joy W. Berry</li> </ul> <p><b>Objective 4.10</b></p> <ul style="list-style-type: none"> <li>Read literature with the students about offering and accepting help.</li> </ul> <p><b>Suggested Titles:</b></p> <ul style="list-style-type: none"> <li>•<i>Bill and Pete to the Rescue</i> by Tomi DePaola</li> <li>•<i>The Moon Came Down on Milk Street</i> by Jean Gralley</li> <li>•<i>Tick-Tock, Drip-Drop!: A Bedtime Story</i> by Nicola Moon</li> </ul> <p><b>Objective 4.11</b></p> <ul style="list-style-type: none"> <li>Read literature with the students about conflicts and how to use negotiations and compromises to resolve these disagreements.</li> </ul> <p><b>Suggested Titles:</b></p> <ul style="list-style-type: none"> <li>•<i>Best Friends</i> by Miriam Cohen</li> <li>•<i>How to Be a Friend: A Guide to Making Friends and Keeping Them</i> by Laurie Kransy Brown</li> <li>•<i>Learning to Get Along: Talk and Work it Out</i> (book series) by Cheri J. Meiners</li> <li>•<i>Make Someone Smile: And 40 More Ways to Be a Peaceful Person</i> by Judy Lalli</li> <li>•<i>Peace Begins With You</i> by Katharine Scholes</li> </ul>	

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<b>Social and Emotional Development</b>	<b>UNIT 6</b>
<ul style="list-style-type: none"><li>•<i>Rainbow Fish</i> and discuss behavior</li><li>•<i>The Peace Book</i> by Todd Parr</li></ul>	

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<b>Timeline:</b>	<b>April 21 – May 23, 2014</b>
<b>Physical and Motor Development</b>	
<b>UNIT 6</b>	
<b>Competencies:</b> 1. Develops a sense of body coordination and explores moving in space  2. Develops gross motor skills       3. Develops fine motor skills	<b>Objectives:</b> 1.1- Demonstrates a sense of balance and body coordination ( <i>Ongoing</i> )  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> )

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<b>Timeline:</b>	<b>April 21 – May 23, 2014</b>
<b>Physical and Motor Development</b>	<b>UNIT 6</b>
<b>Required Teaching Strategies/Student Activities:</b>	
<b>Objective 1.1</b>	
<ul style="list-style-type: none"> <li>• Use a variety of musical selections (<i>e.g., jazz, classical, rhythm, blues</i>) during activities such as crawling, walking on a line, walking around a circle, or hopping on one foot.</li> <li>• Allow students to throw, catch, kick, and bounce various sized balls made of different materials and textures.</li> <li>• Provide opportunities for the student to toss and play catch with a beanbag.</li> </ul>	
<b>Objective 1.2</b>	
<ul style="list-style-type: none"> <li>• Play music and encourage the student to move creatively to the rhythm. Alternate between music with fast rhythm and music with slow rhythms.</li> <li>• Model new words for the student when describing body positions and movements during creative movement activities (<i>e.g., I am swaying like a tree, I am shaking like a tambourine, etc.</i>)</li> </ul>	
<b>Objective 2.1</b>	
<ul style="list-style-type: none"> <li>• Encourage the student to jump from low surfaces, jump over objects, and crawl through play tunnels.</li> <li>• Model how to jump with arms swinging forward and upward while landing on both feet with weight carrying forward. Have the student repeat your movements.</li> </ul>	
<b>Objective 2.2</b>	
<ul style="list-style-type: none"> <li>• Recite and act out the action rhyme below to encourage the student's participation in-group activities.</li> </ul>	
<b>Objective 3.1.</b>	
<ul style="list-style-type: none"> <li>• Provide the student with a pair of small blunt scissors, old magazines pages, and plenty of time to practice cutting.</li> <li>• Provide materials to use in holding and grasping activities in learning centers to foster the development of fine motor skills (<i>e.g., garden tools, small toys, measuring cups and spoons, large paper, feather dusters, rhythm sticks, etc.</i>).</li> <li>• Provide opportunities for students to string beads or noodles to make necklaces.</li> </ul>	
<b>Objective 3.2</b>	
<ul style="list-style-type: none"> <li>• Recite and act out the action rhyme below to encourage the student's participation in-group activities.</li> </ul>	
<b>Objective 3.3</b>	
<ul style="list-style-type: none"> <li>• Provide outdoor chalk for the student to draw on sidewalks and paved areas. Freehand drawing develops creativity.</li> <li>• Provide free exploration time with a variety of writing, drawing, and art tools/materials (<i>e.g., scissors, crayons, markers, chalk, paintbrushes, glue paste, clay, and play dough</i>).</li> <li>• Provide a clipboard with paper and pencil for students to copy down words they see around the room.</li> </ul>	

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<b>Objective 3.4</b> <ul style="list-style-type: none"> <li>Allow the student to place a cassette tape in the player to listen to music or books on tapes.</li> </ul>	
<b>Required Learning Centers:</b> <i>See Language/Mathematics Curriculum</i>	
<b>Required Assessments:</b> <i>See Language/Mathematics Curriculum</i>	
<b>Additional Strategies/ Student Activities/ Learning Centers:</b> <ul style="list-style-type: none"> <li><b>Table Toys/Manipulatives Center-</b> 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 balls or igloos, etc. <i>*BE CREATIVE!</i></li> <li><b>Play dough Center-</b> Make a zoo and various animals using play dough</li> <li><b>Creative Arts Center-</b> 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 clean white meat trays and plastic drinking straws.</li> <li>Play outdoor games such as the one listed below to encourage the student’s participation in large group activities.</li> </ul> <p style="text-align: center;"><b>The Insect Game</b></p> <p style="text-align: center;">Ants like to march through the grass.  Let’s be ants and march together across the grass.  Caterpillars like to crawl through the grass  Let’s crawl through the grass.  Beetles like to scurry through the grass.  Can you scurry without bumping into anything?  Let’s scurry through the grass like beetles.  Grasshoppers like to hop through the grass.  Let’s hop across the grass like grasshoppers.  Bees like to fly across the grass smelling flowers and clover.  Let’s put on our wings, turn on our buzzers and  fly across the top of the grass looking for flowers.</p> <ul style="list-style-type: none"> <li>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 group activity.</li> <li>Give students the opportunity to walk on a low balance beam (2-3 inches above the floor). Use tape on the floor to practice and build confidence</li> <li>Provide props and encourage the student to act out movements during musical activities. Example: Tape 18-inch strips of red, white, and blue crepe paper to paper towel tubes. Play patriotic music.</li> </ul>	

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<p>Encourage the student to march and wave his/her patriotic baton.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for the student to join other students in playing tag, relay races and group games such as “Red Light/Green Light,” “The Elephant,” and “Follow the Leader.”</li> <li>• Fold a piece of paper in half. Help the student dip a piece of string in thinned poster or tempera paint. Lay the string on one side of the paper and fold over to create a design.</li> <li>• Provide opportunities to tear construction paper to represent shapes and objects.</li> </ul>	
<b>Resources/Materials</b>	
<ul style="list-style-type: none"> <li>• Manipulatives, community/neighborhood puzzles, small legos, laces, sticks, rocks, cotton balls, play dough, finger paint, construction paper, aluminum foil, jelly beans, marshmallows, clean white meat trays, plastic drinking straws, a balance beam (if you have one), tempera paint; a parachute, big sheet, tablecloth or strips of cloth.</li> </ul>	

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