

Purpose of Planning	Unit One (pg. 3)	Unit Two (pg. 4)	Unit Three (pg. 5)	Unit Four (pg. 6)	Unit Five (pg. 7)	Unit Six (pg. 8)	Unit Seven (pg. 9)	Unit Eight (pg. 10)	Unit Nine (pg. 11)	Unit Ten (pg. 12)
<p>Build children's knowledge: Illustrate how knowledge builds through texts within and across grades</p> <p>NOTE: All Units are approximately 3 weeks in length and represent samples of what teachers may do. Teachers may choose to use alternate themes to meet the needs and interests of their children. (For example, "fall" is the theme of Unit 2 which teachers may decide to cover later in the year.)</p>	<p><i>Rainbow Fish</i>, Marcus Pfister (Literary)</p> <p>Children will also begin to understand how language functions in different contexts. They will also begin to learn to listen and comprehend the text read aloud. Children will see that everyone can be a friend. This unit integrates Social Studies, Social Emotional, and Math Development into the focus of the unit.</p>	<p><i>Picking Apples and Pumpkins</i>, Amy Hutchings (Informational)</p> <p>Children will develop an interest in books and their characteristics. They will learn how to hold a book and turn the pages. The children will also have an understanding of the season of fall and the changes in the environment that happen during this time of the year. This unit integrates Science and Math Development into the focus of the unit.</p>	<p><i>Blueberries for Sal</i>, Robert McCloskey (Literary)</p> <p>Children will begin to retell parts of their favorite story in sequence. They will learn about different types of animals and their habitats. This unit integrates Science and Math Development into the focus of the unit.</p>	<p>Strega Nona, Tomie dePaola (Literary)</p> <p>Children will comprehend and use complex and varied vocabulary words. They will develop knowledge about different foods, where they come from, and know which foods are healthy choices. This unit integrates Approaches to Learning, Physical Well-Being and Motor and Math Development into the focus of the unit.</p>	<p>The Mitten, Jan Brett (Literary)</p> <p>Children will be able to gain information from books and other print materials. They understand the concept of the changes in weather and that weather varies according to the temperature and where you live on the earth. This unit integrates Science, Social Studies and Math Development into the focus of the unit.</p>	<p><i>To Market to Market</i>, Anne Miranda (Literary)</p> <p>Children will begin to understand rhyme and rhythm of language, song and poetry. They will understand the role of buyers and sellers. This unit integrates Approaches to Learning, Social Studies, Creative Thinking and Expression, and Math Development into the focus of the unit.</p>	<p><i>Rooster's Off To See the World</i>, Eric Carle (Literary)</p> <p>Children will build on their reading skills by beginning to count, pronounce, and segment syllables in spoken words. They will begin to understand numbers and counting in different context. Counting books are an engaging way to develop basic number concepts. This unit integrates Math Development into the focus of the unit.</p>	<p><i>A Letter to Amy</i>, Ezra Jack Keats (Literary)</p> <p>Children will become familiar with writing tools by drawing or writing in response to a book read aloud. They will learn about rain and what weather conditions are like when it rains and will use vocabulary associated with rain. They will learn some basic concepts about earth science. This unit integrates Science and Math Development into the focus of the unit.</p>	<p><i>The Hungry Caterpillar</i>, Eric Carle (Literary)</p> <p>Children will use complex vocabulary, as well as communicate through written representation, symbols and letters to describe the life cycles of a butterfly and/or other insects. They will compare and contrast seasonal changes as they develop knowledge of Spring and insects. This unit integrates Science and Math</p>	<p><i>Chicka Chicka Boom Boom</i>, Bill Martin (Literary)</p> <p>Children will explore letters in their names and in words around the classroom. Letter-naming can help children make the connection to letter-sound knowledge. As children begin to develop the ability to recognize letters of the alphabet, they may also begin to learn some of the letter sounds.</p>
<p>Math Units Integrated with ELA</p>	<p>Language of Math Counting (1-5)</p>	<p>One to One Correspondence (1-5)</p>	<p>Awareness and Knowledge of Basic Shapes Understanding Basic Patterns</p>	<p>Recognizing Numbers (0-5)</p>	<p>Counting (6-10)</p>	<p>One to One Correspondence (6-10)</p>	<p>Recognizing Numbers (6-10)</p>	<p>Number Operations</p>	<p>Corresponding Measurement</p>	<p>Counting to 20</p>

English Language Arts/Literacy Prekindergarten Year-in-Detail

Teachers are encouraged to adjust the length of time spent on each of the units depending on the needs and interests of the children. Although numerous standards across domains are addressed in each unit, the Focus Standards listed in the Unit Lesson Plans will be helpful in guiding assessment, planning and evaluating progress. **Throughout the year**, teachers will work on a variety of skills within each of the units. They should intentionally model language-building activities through frequent conversations, asking open-ended questions and introducing new and unique words in the context of classroom activities and routines. Additionally, teachers should support children's development of letter knowledge, phonological awareness, and writing within each of their units or themes.

Letter Knowledge:

At the beginning of the year, teachers can help children understand that print carries meaning and then help them to recognize where print occurs in the classroom, their homes and their communities. Next, teachers can help children recognize letters in their name (or a classmate's name), particularly the first letter of their name. From there, they can offer activities such as matching letters, recognizing letters from environmental print/logos, and recognizing letters in familiar words. As the year progresses, teachers need to provide opportunities for children to begin to learn upper and lower case letters, again beginning with letters in their names. By the end of the year, teachers can help children understand that there is a connection between letters and the sounds of those letters by providing activities.

Phonological Awareness:

Teachers can assist children with development of phonological awareness through everyday routines and intentionally planned activities. Beginning with rhyming, teachers can support children's phonological awareness by providing activities where children participate through rhymes, finger plays, chants, songs and books. As the year progresses, they can help children learn to match words (real or make-believe) that rhyme and then move on to creating their own words that rhyme. Everyday routines and transitions are opportunities to support children's ability to recognize words that begin with the same sound. As the year progresses, teachers can play games with children having them match words that have the same sounds and then later begin to produce words that begin with the same sounds as those heard in books, rhymes and games. Throughout the year, teachers can also assist children with developing the ability to blend sounds by combining sequences of isolated syllables or sounds to produce recognizable words. Through such things as word games, teachers can help children to understand how to segment words by pulling them apart first by syllable, and then by individual sounds.

Writing:

Teachers can facilitate develop children's writing development by allowing them to explore through fun and meaningful writing activities. This can be done throughout the daily schedule by including writing opportunities during whole/small group activities and within each of the center or activity areas. When teachers model writing and use writing in ways that have connections to children's everyday lives (such as grocery lists, writing letters to Mom or a friend, etc.) children's writing skills improve.

English Language Arts/Literacy Prekindergarten Year-in-Detail (SAMPLE)

Unit One	<p>Read-Aloud Anchor Text <i>Rainbow Fish</i> (Marcus Pfister)</p>	<p>Related Texts <u>Read-Aloud Literary Texts</u></p> <ul style="list-style-type: none"> • <i>Big Al</i> (Andrew Clements) • <i>Corduroy</i> (Don Freeman) • <i>Do You Want To Be My Friend</i> (Eric Carle) • <i>Swimmy</i> (Leo Lionni) • <i>My Best Friend</i> (Pat Hutchins) • <i>Rooster's Off to See the World</i> (Eric Carle) <p><u>Read-Aloud Informational Texts</u></p> <ul style="list-style-type: none"> • <i>Friends: True Stories of Animal Friendships</i> (Catherine Thimmesh) <p><u>Nonprint Texts</u> (e.g., Media, Website, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • Song-<i>The More We Get Together</i> • CD by Hap Palmer –<i>Getting to Know Myself</i> • CD by Greg and Steve –<i>Playing Favorites</i> • <i>My Body and My Senses</i> – www.turtlediary.com 	<p>Building Children's Knowledge Children will also begin to understand how language functions in different contexts. They will also begin to learn to listen and comprehend the text read aloud. Children will see that everyone can be a friend. This unit integrates Social Studies, Social Emotional, and Math Development into the focus of the unit.</p>	<p>Possible Birth to Five Early Learning and Development Standards</p>	<p>Possible Assessment Items</p>
	<p>Text Complexity Rationale The anchor text is complex and readability is on a 2nd to 3rd grade reading level. The text is appropriate as a read-aloud for prekindergarten children in whole or small group gatherings.</p>	<p>Sample Shared Research and Writing Involve children in a shared writing experience about what characteristics they would want in a friend. Make a comparison chart of the characteristics across the various texts read to determine similarities and differences.</p>	<p>Speaking and Listening LL 1: 4.1</p> <p>Language LL 2: 4.1 LL 2: 4.2</p> <p>Reading: Literature and Information in Print LL 3: 4.1, 4.2 LL 4: 4.1, 4.2, 4.3, 4.4, 4.5, LL 4: 4.6, 4.7, 4.8, 4.9</p> <p>Reading: Foundational Skills LL 5: 4.1, 4.2</p> <p>Writing LL 7: 4.2</p> <p>Social Studies CSS 5: 4.1</p> <p>Social-Emotional SE 1: 4.1, 4.2, 4.3, 4.4, 4.5 SE 1: 4.6, 4.7, 4.8 SE 1: 4.9, 4.10</p>	<p>TS GOLD 18a 4*</p> <p>TS GOLD 12b 6, 13 6 9a 6, 10a 6, 18a 4</p> <p>TS GOLD 17a 4, 17a 5-6 18a 6, 18b 6, 18c 6</p> <p>TS GOLD 17b 3</p> <p>TS GOLD 9d 6, 19b 4</p> <p>TS GOLD 30</p> <p>TS GOLD 2b 6 30 2c 6 3a 4 3b 5-6, 3b 4 2a 8 2d 6</p>	
<p>Sample Performance Tasks:</p> <ul style="list-style-type: none"> • Begin to ask and answer questions about friends in stories read aloud to the class • Describe experiences shared with their families (e.g. holidays, games, favorite foods, etc.) • Begin to use names of numerals in counting activities (e.g. counting boys/girls in class, songs, rhymes, etc.) • Participate in discussions about similarities and differences in things friends do after listening to class stories • Begin to play cooperatively with small group of peers and seek help from adults when in conflict • Takes on class jobs with some support (water plants, line leader, door holder, etc.) 			<p>Math CM 1: 4.1, 4.2, 4.4, 4.7, 4.8 CM 3: 4.1 CM 4: 4.1, 4.2, 4.5</p>	<p>TS GOLD 20a 6 20b 6 22 6 21b 6 21a 6</p>	

English Language Arts/Literacy Prekindergarten Year-in-Detail, cont. (SAMPLE)

<p>Unit Two</p>	<p>Read-Aloud Anchor Text <i>Picking Apples and Pumpkins</i> (Amy Hutchings)</p>	<p>Related Texts <u><i>Read-Aloud Literary Texts</i></u></p> <ul style="list-style-type: none"> • <i>Fall Leaves</i> (Mary Packard) • <i>Apples and Pumpkins</i> (Anne Rockwell) • <i>Fresh Fall Colors</i> (Betsy Franco) • <i>Leaves, Leaves, Leaves</i> (Nancy Wallace) • <i>The Biggest Leaf Pile</i> (Steve Metzger) <p><u><i>Read-Aloud Informational Texts</i></u></p> <ul style="list-style-type: none"> • <i>Autumn Leaves</i> (Ken Robbins) • <i>Fall</i> (Jillian Cutting) • <i>Changing Seasons</i> (Rose Greydanus) • <i>When Autumn Comes</i> (Robert Maass) <p><u><i>Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)</i></u></p> <ul style="list-style-type: none"> • Song by Antonio Vivaldi— <i>The Four Seasons</i> • Songs by Raffi – <i>Apples and Bananas; Oats and Beans and Barley Grow</i> • Songs by Jack Hartman – <i>Follow Me to the Apple Tree; We Start the Season of Fall; Rockin’ into October; Four Seasons</i> 	<p>Building Children’s Knowledge Children will develop an interest in books and their characteristics. They will learn how to hold a book and turn the pages. Children will also begin to explore letters in their names and in the classroom. The children will also have an understanding of the season of fall and the changes in the environment that happen during this time of the year. This unit integrates Science and Math Development into the focus of the unit.</p>	<p>Possible Birth to Five Early Learning and Development Standards</p>	<p>Possible Assessment Items</p>
	<p>Text Complexity Rationale</p> <p>Anchor text is nonfiction and on a 2nd to 3rd grade reading level. The text is appropriate as a read-aloud for prekindergarten children in whole or small group gatherings.</p>	<p>Sample Shared Research and Writing Take a “fall” walk to look for leaves of varying colors. Have them each pick a favorite colored leaf, and glue it on a sheet of paper. Have each child dictate why they chose that leaf. Use the pages to create a class mural, bulletin board or class book. The leaves could also be glued to the paper and children could add “wiggly eyes” and small sticks (for arms/legs) and create a “leaf boy or girl”. Children could dictate a story about where their leaf might want to go after it fell off the tree.</p>	<p>Speaking and Listening LL 1: 4.1 LL 1: 4.2 LL 1: 4.3 LL 1: 4.5, 4.6</p> <p>Language LL 2: 4.2</p> <p>Reading: Literature and Information in Print LL 3: 4.1, 4.2 LL 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9</p> <p>Reading: Foundational Skills LL 5: 4.1, 4.4 LL 6: 4.1, 4.4</p> <p>Writing LL 7: 4.1 LL 7: 4.2</p> <p>Science CS 1: 4.1, 4.5 CS 3: 4.1, 4.6, 4.7 CS 4: 4.1, 4.2, 4.3</p> <p>Math CM 1: 4.3, 4.4, 4.7</p>	<p><i>TS GOLD</i> 18a 4* 10a 6 10b 5 9b 6, 9c 6</p> <p><i>TS GOLD</i> 12b 6, 13 6</p> <p><i>TS GOLD</i> 17a 4, 17a 5-6 18a 6, 18b 6, 18c 6</p> <p><i>TS GOLD</i> 17b 3, 17 b5-6 15a 7-8, 15b 6</p> <p><i>TS GOLD</i> 7b 6 9d 6, 19b 4</p> <p><i>TS GOLD</i> 26 24 25 27</p> <p><i>TS GOLD</i> 20a 6 20b 6</p>	
	<p>Sample Performance Tasks:</p> <ul style="list-style-type: none"> • Begin to describe some of the changes in the weather, clothing and the trees/plants outside • Participate in counting activities in nursery rhymes, finger plays, etc. (Five Little Pumpkins, One-two-three Pretty Leaves I See, etc.) • Describe tastes and smells of foods (different types of apples, gingerbread, pine needles, etc.) • Participate in class discussions about texture, shape and size of living things (e.g. pumpkins, apples and leaves, etc.) 				

English Language Arts/Literacy Prekindergarten Year-in-Detail, cont. (SAMPLE)

Unit Three	Read-Aloud Anchor Text <i>Blueberries for Sal</i> (Robert McCloskey)	Related Texts <u><i>Read-Aloud Literary Texts</i></u>	Building Children’s Knowledge Children will begin to retell parts of their favorite story in sequence. They practice reading behaviors (holding a book, turning pages, etc.) They will learn about different types of animals and their habitats. This unit integrates Science and Math Development into the focus of the unit.	Possible Birth to Five Early Learning and Development Standards	Possible Assessment Items
		<ul style="list-style-type: none"> • <i>Polar Bear, Polar Bear, What Do You Hear?</i> (Bill Martin, Jr. and Eric Carle) • <i>Big Red Barn</i> (Margaret Wise Brown) • <i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> (Don Wood and Audrey Wood) • <i>On The Farm</i> (Holly Meade) • “<i>Stand Back, Said the Elephant, I’m Going to Sneeze!</i>” (Patricia Thomas) 		Speaking and Listening LL 1: 4.1, 4.2, 4.3, 4.5, 4.6 Language LL 2: 4.2	<i>TS GOLD</i> 18a 4 10a 6, 10b 5 9b 6, 9c 6 <i>TS GOLD</i> 9a 6, 10a 6, 18a 4
	Text Complexity Rationale Anchor text is on a 2 nd to 3 rd grade reading level. The text is appropriate as a read-aloud for prekindergarten children in whole or small group gatherings.	<u><i>Read-Aloud Informational Texts</i></u> <ul style="list-style-type: none"> • <i>The Little Lamb</i> (Judy Dunn) • <i>National Geographic Big Book of Animals</i> (Catherine Hughes) <u><i>Nonprint Texts</i></u> (e.g., <i>Media, Website, Video, Film, Music, Art, Graphics</i>) <ul style="list-style-type: none"> • Five Little Monkeys (finger play) 	Sample Shared Research and Writing Make a list of the different animals in the books read aloud. Review the different animals and have the children draw a picture of their favorite animal. The teacher will ask the children questions about why this is their favorite animal and write on their picture what they say as their answers.	Reading: Literature and Information in Print LL 3: 4.1, 4.2 LL 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9 Reading: Foundational Skills LL 5: 4.1, 4.4 LL 6: 4.1, 4.4 Writing LL 7: 4.1, 4.2 Approaches to Learning AL 1: 4.1, 4.2 AL 2: 4.1, 4.3 AL 4: 4.1, 4.2 Science CS 1: 4.1, 4.4 CS 3: 4.1, 4.6, 4.7	<i>TS GOLD</i> 17a 4, 17a 5-6 18a 6, 18b 6, 18c 6 <i>TS GOLD</i> 17b 3, 17 b5-6 15a 7-8, 15b 6 <i>TS GOLD</i> 7b 6 9d 6, 19b 4 <i>TS GOLD</i> 11a 6, 11d 6 11a 6, 11b 6 11e 6, 11c 6 <i>TS GOLD</i> 25, 26, 27
	Possible Teacher Resources Take children on a field trip to the zoo and/or farm, or have zoo mobile come visit the class.			Math CM 2: 4.1, 4.2 CM 4: 4.1, 4.2, 4.3, 4.4	<i>TS GOLD</i> 23 6 20b 6, 21b 6
	Sample Performance Tasks: <ul style="list-style-type: none"> • Listen to, identify and mimic sounds of familiar animals (dogs, tigers, elephants, cow, etc.); participate in rhymes about animals • Help care for the class pet (or describe what they might do to take care of a pet at home if there is no class pet) • Pretend to read a story about farm animals, turning book appropriately • Group pictures of animals or small animal figures with common attributes, sorting by color, size, etc. • Recognize books about animals by their cover and begin to use illustrations to predict what is happening in the text 				

English Language Arts/Literacy Prekindergarten Year-in-Detail, cont. (SAMPLE)

Unit Four	Read-Aloud Anchor Text <i>Strega Nona</i> (Tomie dePaola)	Related Texts <u><i>Read-Aloud Literary Texts</i></u> <ul style="list-style-type: none"> • <i>Growing Vegetable Soup</i> (Lois Ehlert) • <i>Eating the Alphabet</i> (Lois Ehlert) • <i>Gregory, the Terrible Eater</i> (Mitchell Sharmat) • <i>Eat Your Peas, Louise</i> (Pegeen Snow) • <i>Green Eggs and Ham</i> (Dr. Seuss) • <i>Today is Monday</i> (Eric Carle) • <i>Today is Monday in Louisiana</i> (Johnette Downing) <u><i>Read-Aloud Informational Texts</i></u> <ul style="list-style-type: none"> • <i>Food From Farms</i> (Nancy Dickman) • <i>A Harvest of Color</i> (Melanie Eclare) <u><i>Nonprint Texts</i></u> (e.g., <i>Media, Website, Video, Film, Music, Art, Graphics</i>) <ul style="list-style-type: none"> • Song by Johnette Downing: <i>Today is Monday in Louisiana</i> • CD by Learning Station –<i>You Can Dance!</i> 	Building Children’s Knowledge Children comprehend and use complex and varied vocabulary words. Children practice retelling favorite parts of stories. They will develop knowledge about different foods, where they come from, and know which foods are healthy choices. This unit integrates Approaches to Learning, Physical Well-Being and Motor and Math Development into the focus of the unit.	Possible Birth to Five Early Learning and Development Standards	Possible Assessment Items
	Text Complexity Rationale Anchor text is on a 4 th grade reading level. The text is appropriate as a read-aloud for prekindergarten children in whole or small group gatherings.	Sample Shared Research and Writing Children will share with the teacher how to make their favorite foods and the teacher will record the recipe. Create a class book with all the children’s favorite recipes. Children can draw pictures to illustrate the recipe of their favorite food. This class book would be shared with parents.	Speaking and Listening LL 1: 4.1, 4.2, 4.3, 4.5, 4.6	Language LL 2: 4.2	TS GOLD 18a 4 10a 6 10b 5 9b 6, 9c 6
Sample Performance Tasks: <ul style="list-style-type: none"> • Participate in cooking and tasting activities and in class discussions on healthy and unhealthy foods • With support, describe the steps used to prepare a recipe during the cooking/tasting activity • Engage in dramatic play pretending to cook some of the same foods as those in cooking experiences • Help to prepare for cooking activities by cleaning tables, wiping up spills, setting the table, etc. • Pretend to write a grocery list or draw pictures to help make a class book of favorite foods • Participate in counting number of ingredients in a recipe 		Reading: Literature and Information in Print LL 3: 4.1, 4.2 LL 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9	Reading: Foundational Skills LL 5: 4.1, 4.4 LL 6: 4.1, 4.4	TS GOLD 17a 4, 17a 5-6* 18a 6, 18b 6, 18c 6	
		Writing LL 7: 4.1 LL 7: 4.2	TS GOLD 7b 6 9d 6, 19b 4		
		Approaches to Learning AL 1: 4.1, 4.2 AL 2: 4.1, 4.3 AL 4: 4.1, 4.2	TS GOLD 11a 6, 11d 6 11a 6, 11b 6 11e 6, 11c 6		
		Physical Well-Being PM 4: 4.1, 4.2, 4.4	TS GOLD 1c 8		
		Math CM 1: 4.1, 4.5, 4.6	TS GOLD 20a 6 20c 6		

English Language Arts/Literacy Prekindergarten Year-in-Detail, cont. (SAMPLE)

Unit Five	Read-Aloud Anchor Text <i>The Mitten</i> (Jan Brett)	Related Texts <u><i>Read-Aloud Literary Texts</i></u> <ul style="list-style-type: none"> <i>The Snowy Day</i> (Ezra Jack Keats) <i>The Biggest Snowball Fight</i> (Angela Shelf Medearis) <i>Amy Loves Snow</i> (Julia Hoban) <i>The Jacket I Wear in the Snow</i> (Shirley Neitzel) <i>Snowballs</i> (Lois Ehlert) <i>The Story of Snow</i> (Mark Cassino) <i>January Brings the Snow</i> (Poem by Sarah Coleridge) <u><i>Read-Aloud Informational Texts</i></u> <ul style="list-style-type: none"> <i>Snow is Cold</i> (Nell Wynn-Thomas) <i>Snow is Falling</i> (Franklyn Branley) <u><i>Nonprint Texts</i></u> (e.g., <i>Media, Website, Video, Film, Music, Art, Graphics</i>) <ul style="list-style-type: none"> Website: http://www.weatherwizkids.com/index.htm CD by Johnette Downing – <i>Music Time</i> CD by Growing Minds with Music – <i>Nature Sounds</i> 	Building Children’s Knowledge Children will be able to gain information from books and other print materials. They understand the concept of the changes in weather and that weather varies according to the temperature and where you live on the earth. This unit integrates Science, Social Studies, and Math Development into the focus of the unit.	Possible Birth to Five Early Learning and Development Standards	Possible Assessment Items	
	Text Complexity Rationale Anchor text in on a 1 st or 2 nd grade reading level. The text is appropriate as a read-aloud for prekindergarten children in whole or small group gatherings.	Sample Shared Research and Writing Using an old mitten, children brainstorm items in the classroom to help create a comparison chart about which items would fit and which would not. They could also dictate a story about what they would do if they could fit into a mitten.	Speaking and Listening LL 1: 4.1, 4.2, 4.3, 4.5, 4.6	Language LL 2: 4.1, 4.2	Reading: Literature and Information in Print LL 3: 4.1, 4.2 LL 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9	TS GOLD 18a 4* 10a 6 10b 5 9b 6, 9c 6
	Sample Performance Tasks <ul style="list-style-type: none"> Listen to read-aloud books characterized by less common vocabulary, more complex sentences Ask and answer questions about changes in the weather with a complete thought Use words or pictures to begin to retell some story events in sequence Participate in discussions about how weather in other areas is different from ours Play number games counting out specific numbers (up to ten) 	Reading: Foundational Skills LL 5: 4.1, 4.4 LL 6: 4.1, 4.4	Writing LL 7: 4.1, 4.2	Science CS 4: 4.1, 4.2, 4.3	Social Studies CSS 3 4.1, 4.4	TS GOLD 17b 3, 17 b5-6 15a 7-8, 15b 6 TS GOLD 7b 6 9d 6, 19b 4 TS GOLD 27 TS GOLD 32
			Math CM 1: 4.1, 4.2, 4.4	TS GOLD 20a 6 20b 6		

English Language Arts/Literacy Prekindergarten Year-in-Detail, cont. (SAMPLE)

Unit Six	Read-Aloud Anchor Text <i>To Market to Market</i> (Anne Miranda)	Related Texts <u><i>Read-Aloud Literary Texts</i></u> <ul style="list-style-type: none"> • <i>Row, Row, Row Your Boat</i> by Iza Trapani • <i>Mary Had A Little Lamb</i> by Sarah Josepha Hale • <i>Hey, Diddle Diddle</i> by Kin Eagle • <i>Each Peach, Pear, Plum</i> by Janet and Allan Ahlberg • <i>Miss Mary Mack</i> by Mary Ann Hoberman • <i>The Itsy Bitsy Spider</i> by Iza Trapani • <i>Five Little Piggies</i> by David Martin • Fairy Tales 	Building Children’s Knowledge Children will begin to understand rhyme and rhythm of language, song and poetry. They will understand the role of buyers and sellers. This unit integrates Approaches to Learning, Social Studies, Creative Thinking and Expression, and Math Development into the focus of the unit.	Possible Birth to Five Early Learning and Development Standards	Possible Assessment Items
	Text Complexity Rationale Anchor text in on a 2 nd or 3 rd grade reading level. The text is appropriate as a read-aloud for prekindergarten children in whole or small group gatherings.	<u><i>Read-Aloud Informational Texts</i></u> <ul style="list-style-type: none"> • <i>Let it Fall, Let it Snow, Let it Rain</i>, (3 different titles) by Maryann Cocca-Leffler <u><i>Nonprint Texts</i></u> (e.g., <i>Media, Website, Video, Film, Music, Art, Graphics</i>) <ul style="list-style-type: none"> • CD by Dr. Jean - <i>Nursery Rhymes and Good Ol’ Times</i> • CD by Jack Hartman - <i>Hip Hop Alpha Bop, Rhyming to Read</i> • CD by Lakeshore Learning – <i>Learn to Count Math Rhymes</i> 	Sample Shared Research and Writing Children will share with the teacher what things they would purchase at the market/store. Children can help to create a class book that they illustrate of things they would purchase. This class book would be shared with parents and/or kept in the class reading corner/library. A class “market” can be developed in the dramatic play area, and children can help to create signs for the things that will be “sold” in their market.	Speaking and Listening LL 1: 4.1, 4.2, 4.3, 4.4, LL 1: 4.5, 4.6	<i>TS GOLD</i> 18a 4* 10a 6, 10b 5-6 9a 6, 34, 36 9b 6, 9c 6
	Sample Performance Tasks <ul style="list-style-type: none"> • Play games with sounds to create new words such as “market/barket” • Sing songs that segment words or accent beginning sounds • Take on a role of buyer/seller while pretending to purchase or sell things in the class market • Name the “cost” of items in the class market identifying written numerals • Describe what they want to purchase in the class market 	Language LL 2: 4.1 LL 2: 4.2	Reading: Literature and Information in Print LL 3: 4.1, 4.2 LL 4: 4.1, 4.3, 4.4, 4.5, 4.6, LL 4: 4.7, 4.8, 4.9	<i>TS GOLD</i> 12b 6, 13 6 9a 6, 10a 6, 18a 4	<i>TS GOLD</i> 17a 4, 17a 5-6 18a 6, 18b 6, 18c 6
			Reading: Foundational Skills LL 5: 4.1, 4.2, 4.4, LL 6: 4.2, 4.4	<i>TS GOLD</i> 17b 3-4, 17b 5-6 15c 3-4 15b 6	
			Writing LL 7: 4.1, 4.2, 4.3	<i>TS GOLD</i> 7b 6 9d 6, 19b 4 28	
			Social Studies CSS 6: 4.1, 4.2 , 4.3	<i>TS GOLD</i> 30 29	
			Creative Thinking and Expression CC 3: 4.3	<i>TS GOLD</i> 14b 4	
			Math CM 1: 4.3, 4.4, 4.5	<i>TS GOLD</i> 20a 6 20b 6 20c 6	

English Language Arts/Literacy Prekindergarten Year-in-Detail, cont. (SAMPLE)

<u>Unit</u> <u>Seven</u>	Read-Aloud Anchor Text <i>Rooster's Off To See the World</i> (Eric Carle)	Related Texts <u>Read-Aloud Literary Texts</u>	Building Children's Knowledge Children will build on their reading skills by beginning to count, pronounce, and segment syllables in spoken words. They will practice retelling favorite stories and compare and contrast variations of similar texts. They will begin to understand numbers and counting in different context. Counting books are an engaging way to develop basic number concepts. This unit integrates Math Development into the focus of the unit.	Possible Birth to Five Early Learning and Development Standards	Possible Assessment Items
		<ul style="list-style-type: none"> • <i>Ten Apples Up On Top</i> (Dr. Seuss) • <i>A-Counting We Will Go</i> (Rozanne Lanczak Williams) • <i>Ten Black Dots</i> (Donald Crews) • <i>Ten, Nine, Eight</i> (Molly Bang) • <i>Feast for Ten</i> (Cathryn Falwell) • <i>Chicka, Chicka 1, 2, 3</i> (Bill Martin) • <i>Nursery Rhymes</i> (books, CDs) 		Speaking and Listening LL 1: 4.1, 4.2, 4.3, 4.5	<i>TS GOLD</i> 18a 4* 10a 6 10b 5 9b 6, 9c 6
	Text Complexity Rationale Anchor text in on a 1 st or 2 nd grade reading level. The text is appropriate as a read-aloud for prekindergarten children in whole or small group gatherings.	<u>Read-Aloud Informational Texts</u> <ul style="list-style-type: none"> • <i>Each Orange Has 8 Slices: A Counting Book</i> (Paul Giganti) • <i>City by Numbers</i> (Stephen T. Johnson) 	Sample Shared Research and Writing Create a class book similar to <i>Ten Apples Up On Top</i> . Have the children draw a picture of a head and place the number of apples they would like on top of the head they drew. The apples can be pre-cut or the children can draw the apples and cut them out themselves. Write the following sentence at the bottom of each drawing and have the children fill in the blanks. _____(child's name) has _____ apples up on top.	Language LL 2: 4.1, 4.2	<i>TS GOLD</i> 12b 6, 13 9a 6, 10a 6, 18a 4
		<u>Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)</u> <ul style="list-style-type: none"> • Song/Fingerplay – <i>Five Little Monkeys Jumping on the Bed</i> • Song by Greg & Steve - <i>Number Rock</i> 		Reading: Literature and Information in Print LL 3: 4.1, 4.2 LL 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9	<i>TS GOLD</i> 17a 4, 17a 5-6 18a 6, 18b 6, 18c 6
				Reading Standards: Foundational Skills LL 5: 4.3, 4.4	<i>TS GOLD</i> 16a 5-6 17b 5-6
				Writing LL 7: 4.1, 4.2	<i>TS GOLD</i> 7b 6 9d 6, 19b 4
	Sample Performance Tasks <ul style="list-style-type: none"> • Use one-to-one correspondence, count apples (real, plastic or paper) • Identify numerals shown in books (e.g. apples, dots, oranges, etc.) read aloud • Clap hands for syllables in words or letters in songs (e.g. Su-zan-a and B-I-N-G-O) • Dramatize stories/rhymes with props (e.g. putting plastic apples on their head, pretending to be one of the 5 little monkeys jumping on the bed) 			Mathematics CM 1: 4.1, 4.5, 4.6	<i>TS GOLD</i> 20a 6 20c 6

English Language Arts/Literacy Prekindergarten Year-in-Detail, cont. (SAMPLE)

Unit Eight	Read-Aloud Anchor Text <i>A Letter to Amy</i> (Ezra Jack Keats)	Related Texts <u>Read-Aloud Literary Texts</u>	Building Children’s Knowledge Children will become familiar with writing tools by drawing or writing in response to a book read aloud. They will learn about rain and what weather conditions are like when it rains and will use vocabulary associated with rain. They will learn some basic concepts about earth science. This unit integrates Science and Math Development into the focus of the unit.	Possible Birth to Five Early Learning and Development Standards	Possible Assessment Items
		<ul style="list-style-type: none"> • <i>Rain</i> (Robert Kalan) • <i>Come on Rain</i> (Karen Hesse) • <i>Who Likes Rain?</i> (Wong Herbert Yee) • <i>Listen to the Rain</i> (Bill Martin, Jr. and John Archambault) 		<p>Speaking and Listening LL 1: 4.1, 4.2, 4.3, 4.4, LL 1: 4.5, 4.6</p>	<p><i>TS GOLD</i> 18a 4* 10a 6 10b 5 9b 6, 9c 6</p>
		<p><u>Read-Aloud Informational Texts</u></p> <ul style="list-style-type: none"> • <i>Flash, Crash, Rumble and Roll</i> (Franklyn M. Branley) • <i>Down Comes the Rain</i> (Let's-Read-and-Find-Out Science 2) (Franklyn M. Branley) 		<p>Language LL 2: 4.1, 4.2</p>	<p><i>TS GOLD</i> 12b 6, 13 9a 6, 10a 6, 18a 4</p>
	<p>Text Complexity Rationale Anchor text in on a 1st or 2nd grade reading level. The text is appropriate as a read-aloud for prekindergarten children in whole or small group gatherings.</p>	<p><u>Nonprint Texts</u> (e.g., <i>Media, Website, Video, Film, Music, Art, Graphics</i>)</p> <ul style="list-style-type: none"> • CD by Learning Station – <i>Rain Dance</i> • CD by Learning Station – <i>You Can Dance!</i> 	<p>Sample Shared Research and Writing Lead the children in a discussion about rain and write the children’s answers to the following questions on chart paper or a white board: How does rain sound? What can you do on a rainy day? What do you use/wear on rainy days? Why do we need rain?</p> <p>Have each child draw a picture of a rainy day. Read the following statements that are written at the bottom of each paper and have each child tell you the words to fill in the blanks to the statements about rain: I like the rain when _____. Rain sounds like _____. Rain makes me feel _____.</p>	<p>Reading: Literature and Information in Print LL 3: 4.1, 4.2 LL 4: 4.1, 4.2, 4.3, 4.4, 4.5, LL 4: 4.6, 4.7, 4.8, 4.9</p>	<p><i>TS GOLD</i> 17a 4, 17a 5-6 18a 6, 18b 6, 18c 6</p>
				<p>Reading: Foundational Skills LL 5: 4.1 LL 6: 4.1</p>	<p><i>TS GOLD</i> 17b 3 15a 7-8</p>
				<p>Writing LL 7: 4.1, 4.2</p>	<p><i>TS GOLD</i> 7b 6 9d 6, 19b 4</p>
				<p>Science CS 4: 4.1, 4.2, 4.3</p>	<p><i>TS GOLD</i> 27</p>
	<p>Sample Performance Tasks</p> <ul style="list-style-type: none"> • Begin to write their name on drawings or other work samples • Move or dance to sounds of rain, wind and thunder (fast/slow, loud/soft, etc.) • Dress up in a variety of seasonal clothing in the dramatic play area • Participate in graphing activities of the weather 			<p>Math CM 2: 4.3, 4.4</p>	<p><i>TS GOLD</i> 20a 6 14b 4, 20b 6</p>

English Language Arts/Literacy Prekindergarten Year-in-Detail, cont. (SAMPLE)

Unit Nine	Read-Aloud Anchor Text <i>The Hungry Caterpillar</i> (Eric Carle)	Related Texts <u>Read-Aloud Literary Texts</u>	Building Children’s Knowledge Children will use complex vocabulary, as well as communicate through written representations, symbols, and letters to describe the life cycles of a butterfly and/or other insects. They will compare and contrast seasonal changes as they develop knowledge of Spring and insects. This unit integrates Science and Math Development.	Possible Birth to Five Early Learning and Development Standards	Possible Assessment Items
		<ul style="list-style-type: none"> • <i>The Grouchy Ladybug</i> (Eric Carle) • <i>The Quiet Cricket</i> (Eric Carle) • <i>The Lonely Firefly</i> (Eric Carle) • <i>In the Tall, Tall Grass</i> (Denise Fleming) • <i>Look Closer</i> (Brian and Rebecca Wildsmith) 		Speaking and Listening LL 1: 4.1, 4.2, 4.3, 4.4 LL 1: 4.5, 4.6	<i>TS GOLD</i> 18a 4* 10a 6 10b 5 9b 6, 9c 6
		<u>Read-Aloud Informational Texts</u> <ul style="list-style-type: none"> • <i>Becoming Butterflies</i> (Anne Rockwell and Megan Halsey) • <i>From Caterpillar to Butterfly</i> (Deborah Heiligman) • <i>The Icky Bug Alphabet Book</i> (Jerry Palotta) 		Language LL 2: 4.1, 4.2	<i>TS GOLD</i> 12b 6, 13 9a 6, 10a 6, 18a 4
	Text Complexity Rationale The anchor text is on a 2 nd to 3 rd grade reading level. The text is appropriate as a read-aloud for prekindergarten children in whole or small group gatherings.	<u>Nonprint Texts</u> (e.g., Media, Website, Video, Film, Music, Art, Graphics) <ul style="list-style-type: none"> • CD by Disney – <i>Springtime Favorites</i> • Website: http://www.youtube.com/watch?v=vkYmvxPOAJI 	Sample Shared Research and Writing After reading, <i>The Hungry Caterpillar</i> , during a small group activity, have the children take a portion of play dough and make “caterpillars” with their play dough. Then direct them to measure their caterpillars with rulers. Have each child lay his/her caterpillar on a piece of paper and trace around it to illustrate the page. Write on each child’s paper: _____’s caterpillar is ____ inches long, filling in the blanks according to the child’s name and actual measurement of the play dough caterpillar made by that child. Make a class book with the caterpillar illustrations.	Reading: Literature and Information in Print LL 3: 4.1, 4.2 LL 4: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9	<i>TS GOLD</i> 17a 4, 17a 5-6 18a 6, 18b 6, 18c 6
				Reading: Foundational Skills LL 5: 4.1 LL 6: 4.1	<i>TS GOLD</i> 17b 3 15a 7-8
				Writing LL 7: 4.1, 4.2	<i>TS GOLD</i> 7b 6 9d 6, 19b 4
				Science CS 3: 4.1, 4.5, 4.6, 4.7	<i>TS GOLD</i> 25
	Possible Teacher Resources The teacher may consider planning a field trip to a local nursery.			Math CM 2: 4.2 CM 3: 4.1, 4.3, 4.4	<i>TS GOLD</i> 20b 6 22 6
	Sample Performance Tasks: <ul style="list-style-type: none"> • Describe the changes in the caterpillars as they begin to grow • Begin to use appropriate vocabulary for describing parts of insects and butterflies • Sort and classify different types of butterfly picture cards or small plastic figures 				

English Language Arts/Literacy Prekindergarten Year-in-Detail, cont. (SAMPLE)

Unit Ten	Read-Aloud Anchor Text <i>Chicka Chicka Boom Boom</i> (Bill Martin)	Related Texts <u>Read-Aloud Literary Texts</u>	Building Children’s Knowledge	Possible Birth to Five Early Learning and Development Standards	Possible Assessment Items
		<ul style="list-style-type: none"> • <i>Harold’s ABC</i> (Crockett Johnson) • <i>On Market Street</i> (Arnold and Anita Lobel) • <i>From Acorn to Zoo and Everything in Between in Alphabetic Order</i> (Satoshi Kitamura) • <i>ABC: An Amazing Alphabet Book</i> (Dr. Seuss) 	Children will explore letters in their names and in words around the classroom. Letter-naming can help children make the connection to letter-sound knowledge. As children begin to develop the ability to recognize letters of the alphabet, they may also begin to learn some of the letter sounds. This integrates Math Development into the focus of the unit.	Speaking and Listening LL 1: 4.1, 4.2, 4.3, 4.5	TS GOLD 18a 4* 10a 6 10b 5 9b 6, 9c 6
	Text Complexity Rationale Anchor text in on a 1 st grade reading level. The text is appropriate as a read aloud-for prekindergarten children in whole or small group gatherings.	<u>Read-Aloud Informational Texts</u> <ul style="list-style-type: none"> • <i>Animal Action</i> (Karen Pandell) • <i>Eating the Alphabet</i> (Lois Ehlert) 		Language LL 2: 4.1, 4.2	TS GOLD 12b 6, 13 9a 6, 10a 6, 18a 4
		<u>Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)</u> <ul style="list-style-type: none"> • Song by Greg & Steve – <i>ABC Rock</i> • Song by Dr. Jean – <i>Alphabet Train</i> 		Reading: Literature and Information in Print LL 3: 4.1, 4.2 LL 4: 4.1, 4.2, 4.3, 4.4, 4.5, LL 4: 4.6, 4.7, 4.8, 4.9	TS GOLD 17a 4, 17a 5-6 18a 6, 18b 6, 18c 6
			Sample Shared Research and Writing Explore letters and sounds in the pictures of the ABC books that begin with the alphabet letters. Create a word/picture wall of alphabet letters and word/pictures that begin with the different alphabet letters. This can be an ongoing activity throughout the school year.	Reading Standards: Foundational Skills LL 5: 4.3, 4.4, 4.5	TS GOLD 16a 5-6 17b 5-6 16a 6, 16b 5-6
				Writing LL 7: 4.1, 4.2	TS GOLD 7b 6 9d 6, 19b 4
				Math CM 1: 4.1, 4.2, 4.4	TS GOLD 20a 6 20b 6
	Sample Performance Tasks <ul style="list-style-type: none"> • Participate in games naming letters (BINGO, Concentration) • Count plastic letters or letter cards and sort by upper and lower case • Identify upper and lower case letters on food packages in the dramatic play area • Make signs for centers (e.g. block center) using recognizable letters and numerals • Find letters in their name throughout the environment (e.g. E on the Exit sign, S on Stop sign) • Count out cookies or other snack items for their table or for the entire class 				