**AGENDA**

**Session:** Revisiting the Curriculum Guides  
**Dates:** August 17 and 18, 2008

**Presenter:** ECE Teachers  
**Department:** Early Childhood Education

**Contact Information:** (210) 354-0920  
**Grade Level:** Pre-Kindergarten

<table>
<thead>
<tr>
<th>Content</th>
<th>NOTES</th>
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<tbody>
<tr>
<td><strong>Norms</strong></td>
<td></td>
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<tr>
<td>• Participate actively</td>
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<tr>
<td>o Ask questions</td>
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<tr>
<td>o Take care of your neighbor</td>
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<tr>
<td>o One person talks at a time</td>
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<tr>
<td>• Take care of yourself.</td>
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<tr>
<td>• Electronic devices off or silent.</td>
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<tr>
<td>• It’s OK to have FUN!</td>
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**Expectations**  
The teachers and teacher assistants will become familiar with the components of the curriculum guides in order to provide powerful lessons that teach the state standards, engage students, instruct diverse learners, assess and monitor student progress in an effort to meet our district goal of all students learning and achieving at the highest level.

**Objectives & Overview**

- To understand how to effectively implement the pre-kindergarten Curriculum Guides and their components into the daily lesson plans.
- To understand how to integrate all content areas through a developmental appropriate approach.
- To have an understanding of the research-based instructional strategies, i.e. Marzano, Kagan & Riojas
- To ensure a student-centered learning approach

**Q&A/Evaluation**  
Teachers will be provided time to reflect and plan with their grade level teams regarding best practices and implementation.
Curriculum Guides Overview

Literacy with an Attitude
Curriculum & Instruction Professional Learning Conference
Early Childhood Department
San Antonio Independent School District, August 2009

Hilda Salas, Sr. Coordinator
hsalas@saisd.net 210-354-0920

Ice Breaker – 2 Minute Mixer

• Ask people to get up, pair up, and chat for 2 minutes with each other about their summer.
• When 2 minutes are up, the flashing light will signal everyone is to find a new partner and chat for the next 2 minutes.
• Everyone should have meet at least 3 people.

Curriculum’s Function

• To focus what teachers do

• To connect what teachers do because learning is cumulative.

Dr. Fenwick English
Guaranteed and Viable Curriculum

- What is imperative to teach
- What can be realistically taught during the school year
- What is essential vs. supplemental

Robert Marzano

Written – Taught – Tested

- Written – "The What"
- Taught – "The How"
- Tested – "Did they learn?" "Did I teach it well?"

New Teacher’s Eyes
Groups of Four

Jigsaw

Directions:
• Look at pages 1-8 in your handout
• Divide them up and each person will read their section.
• Highlight the important parts and after 10 minutes teach your section to your group
• Any “Ahh Haa’s”

TEA Guidelines

There are 10 Domains:
I. Social and Emotional Development
II. Language and Communication
III. Emergent Literacy Reading
IV. Emergent Literacy Writing
V. Mathematics
VI. Science
VII. Social Studies
VIII. Fine Arts
IX. Physical Development
X. Technology

All 10 Domains are included in the SAISD Curriculum Guides, but Social Studies, Fine Arts, Physical Development and Technology are integrated throughout the other 6 Domains.
I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

While a preschool education should include activities that strengthen cognitive skills, it must provide for the development of the social and emotional competencies required for school readiness. The vast majority of social/emotional development occurs with little or no formal instruction but with appropriate teacher guidance surrounding social and emotional situations such as separating from families, sharing space and materials with peers, resolving conflicts, and developing empathy for others. The development of these personal and social skills enables children to build a sense of who they are and what they can do. Children establish positive relationships with teachers and peers which enable them to participate effectively in the classroom community, assert independence in appropriate ways, and accomplish tasks that are meaningful to them without infringing on the rights of others.

I. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

A. Self Concept Skills Domain

Central to understanding emotional development is the idea of self-concept—an increasing level of conscious awareness of one’s feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one’s body in space. Preschool children’s emerging ability to perceive these aspects of themselves at a conscious level differentiates them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question “Who am I?” which is an essential aspect of becoming competent in related areas such as self control and social/friendship skills.

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### My Domain @ months of age

<table>
<thead>
<tr>
<th>Phase</th>
<th>End of PreK Domains</th>
<th>Examples of Child Behaviors</th>
<th>Examples of Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child is learning to establish personal boundaries.</td>
<td>The child is aware of personal space and is able to stay in designated space when not engaged.</td>
<td>The teacher: - explains personal space boundaries. - provides designated space for activities.</td>
<td></td>
</tr>
<tr>
<td>Child shares awareness of own unique physical characteristics and is beginning to differentiate self.</td>
<td>The child is aware of unique physical characteristics and is able to use self to solve problems.</td>
<td>The teacher: - encourages self-awareness and use of self to solve problems. - promotes use of self in problem-solving activities.</td>
<td></td>
</tr>
</tbody>
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### Pre-kindergarten 4

**Domain: Mathematics**

- **Big Idea/Enduring Understanding**
- **Evidence of Learning**
- **Guidelines**
- **Guideline/TEK**
- **Guideline Specificity - Intended Outcome**
- **Performance of Learning**

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### TEXAS EDUCATION AGENCY

**Guiding Question**

**Guidelines Specificity - Intended Outcome**

**Rationale**

These are questions written for the child to assess prior knowledge, eliciting responses and assessing understanding.

**Evidence of Learning**

These are questions written for the child to assess prior knowledge, eliciting responses and assessing understanding.

**Guidelines**

- **Power Standards**
- **Guideline/TEK**
- **Guideline Specificity - Intended Outcome**
- **Performance of Learning**

**What is the student able to do at the end of the unit?** It should include a standard of performance that the teachers should use to measure mastery of skill or concept.
Essential Pre-requisite Skills

Skills taught in the previous grade level. In PK, we use NAEYC Developmental Milestones and the pre-requisite skills.

The Teaching and Learning Plan

Instructional Model & Teacher Directions

The teacher will...

Students can demonstrate competency

Resources

• Include specific instructional strategies to show what students will be doing.
• Only pertinent to this domain.

Academic Vocabulary: English & Spanish


Content Vocabulary: English & Spanish

Academic Vocabulary: English & Spanish

Pertinent to Domain and/or thematic base.

Evidence of Learning

Formative Assessment

Open-ended Questions/Responses

TAKS Readiness

Sample CIRCLE question or other assessment question

It encourages a full, meaningful answer using the subject's own knowledge and/or examples. Open-ended questions typically require students to organize thoughts or ideas into a coherent form, often using phrases such as “Tell me about...”. Often they are not technically a question, but a statement which implicitly asks for a response.

Sample 3rd Grade TAKS Question

Curriculum Guides

Academic Vocabulary

“When all the teachers in a school focus on the same academic vocabulary and teach it in the same way, the school has a powerful comprehensive approach. When all the teachers in a district embrace and use the approach, it becomes even more powerful.”

Marzano & Pickering 2005

Graphic Organizers

• Venn Diagram
• Graphs
• Mind Maps
• List
• Webs
• KWL

http://home.att.net/~teaching/graporg.htm
TEACHER QUESTIONS

- Plan some questions as you prepare your lessons
- Ask clear, specific questions
- Use vocabulary students can understand
- Ask questions in an evenly-paced, easily identifiable order
- Ask questions from all levels of Bloom’s Taxonomy
- Use questions to help students connect important concepts
- Use questions to give you feedback
- Allow sufficient time for students to answer
- Rephrase questions

Curriculum Guide Icons

- I Can Statements
- Teacher Toolkit
- Differentiation for students who need a challenge.
- Differentiation for students who need help.
- QUILT
- Cooperative Learning
- Reading Integration
- Graphic Organizers
- Questioning
- Check for Understanding
- Homework
- Technology Integration
- Writing integration

View the PK Math Curriculum Guides
### Pre-Kindergarten (3 and 4 year olds)

**Curriculum: Art-A-Time**

#### Social-Emotional Development

- **Concept:** How do children learn how to transition to the school environment and expectations?

#### Core Curriculum Questions

<table>
<thead>
<tr>
<th>Number</th>
<th>Task</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing Your Classroom</td>
<td>2-3 days</td>
</tr>
<tr>
<td>2</td>
<td>Learning the Classroom</td>
<td>1 day</td>
</tr>
<tr>
<td>3</td>
<td>School's Purpose</td>
<td>4 days</td>
</tr>
<tr>
<td>4</td>
<td>Teacher as a Model</td>
<td>3 weeks</td>
</tr>
</tbody>
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#### Teacher Resources

**PreK and Kindergarten Toolkit**

#### PreK Toolkit

- **Reading**: Read Aloud, Read Along, Read Together
- **Math**: Math Games, Math Puzzles
- **Science**: Science Experiments, Science Fair Projects

#### Kindergarten Toolkit

- **Reading**: Read Aloud, Read Along, Read Together
- **Math**: Math Games, Math Puzzles
- **Science**: Science Experiments, Science Fair Projects

#### Graphic Organizers

- **Cause and Effect**
- **Formulating Questions**
- **Point of View/Author**

**Graphic Organizer Web Sites**

- Education Place English and Spanish
- Scholastic English and Spanish
- ABCMouse.com English and Spanish

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$100,000 Pyramid

Play this game

Questions
TEA PREKINDERGARTEN GUIDELINES

(Revised and Approved by the Commissioner of Education: May 21, 2009)

Introduction:

Families: Critical Players in Children’s School Readiness and Prekindergarten Experience
Families are a child’s first and most important teachers. They represent perhaps the single most influential factor in their children’s development.
Recommended ways to involve families in their child’s prekindergarten program includes but are not limited to:

- Encourage families to read to their children and to take the children to the library to pick out their own books, as well as attend special programs for young children as a family.
- Help families connect with voluntary local family education courses, such as Parents as Teachers, Home Instruction for Parents of Preschool Youngsters (HIPPY), and Family Literacy Programs that help families develop language and pre-literacy skills in their young children.

Family Involvement Is a Needed Component for a Child’s Success in School
Understanding that families are children’s first and most important advocates, the quality and effectiveness of programs for young children are contingent on the degree to which families’ needs are met and to the degree that families understand, demand, and are engaged in high-quality early care and education. The National Association for the Education of Young Children recommends the following guidelines for families and educators working together:

- Reciprocal relationships between teachers and families require mutual respect, cooperation, shared responsibility, and negotiation of conflicts toward achievement of shared goals.
- Early childhood teachers work in collaborative partnerships with families, establishing and maintaining regular, frequent two-way communication with children’s families.
- Families are welcome in the program.
- Teachers acknowledge families’ choices and goals for children and respond with sensitivity and respect to families’ preferences and concerns without abdicating professional responsibility to children.
- Teachers and families share their knowledge of the child and understanding of children’s development and learning as part of day-to-day communication and planned conferences.
- It is beneficial for children’s school success to encourage families to communicate closely with schools about their children’s school programs and activities.
- Teachers can initiate improved communication with families if they inform and involve families and encourage them to talk, listen, and read to their preschool children.
- Teacher conferences and family training classes are effective ways to keep families informed. Conferences should include:
  - What their children should learn in preschool
  - Their children’s progress
  - Specific ideas concerning how they can help out at home
Support Instruction for English Language Learners (ELL)

Language acquisition is occurring in all 4-year-old children. Many children who are English Language Learners come to school already bilingual to some degree. A Bilingual child has at least some level of proficiency in two different languages.

**Instructional Recommendations**

Children who are English Language Learners in a prekindergarten classroom should receive instruction in a manner they can understand and at their English proficiency level. Language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. Children who are English language learners may exhibit different proficiency levels in listening, speaking, reading, and writing.

**Recommendations:**

- Provide an environment that is sensitive to cultural, language, and learning differences.
- Align the instruction in ESL, Bilingual, and General Education Classrooms.
- Provide books, environmental print, and other print resources relevant to children’s linguistic and cultural backgrounds.
- Instruction is explicitly taught and includes: modeling, scaffolding, repetition, motivation, novelty.
- Learning should be interactive and cognitively challenging.
- Hold high expectations
- Provide multiple opportunities for children to respond:
- Immediate and corrective feedback,
- Provide rich and interesting activities.
- Allow quiet times to provide opportunity for children to initiate conversation.
- Arrange the environment so all materials are not readily accessible in order to encourage
- Children’s efforts at interaction.
- Develop routines to help children connect events and language.
- Stimulate social interaction among children.
- Providing scripted dramatic play,
- Completing the phrase (Cloze technique).

To support a literacy framework in a child’s native language for the development of English literacy concepts and skills, teachers must provide for ESL and ELL instruction, in the areas of:

- Word analysis
- Vocabulary
- Comprehension
- Fluency
- Writing

Strategic use of a child’s home language for English instruction includes:

- Emphasis on universally accepted terms or labels
- Active knowledge of primary language (L1) prior to secondary language (L2) instruction
- Ability to use proper nouns
- Ability to clarify a certain point
- Ability to express a term or concept that does not have an equivalent in the culture of the other language
How *Texas Prekindergarten Guidelines* Support Instruction for Children with Special Needs

“The success of inclusion relies on the belief of the early childhood teacher that the child with a disability is a valued member of the classroom with the same rights and needs as their typically developing peers.” - *Preschool Inclusion Manual, Circle of Inclusion*, 2002.

The Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) require that all early childhood programs make reasonable accommodations to provide access for children with disabilities or developmental delays [Division for Early Childhood of the Council for Exceptional Children (DEC/CEC) & National Association of Educators of Young Children (NAEYC 1993)]. Preschool teachers are increasingly presented with the challenge of including children in their classrooms who may have orthopedic disabilities, special medical conditions, visual or hearing impairment, seizure disorder, speech and language delays, and/or developmental disabilities such as Down Syndrome or an Autistic Spectrum Disorder. Teachers should approach the inclusion of these children as a positive opportunity for growth and learning – in themselves as teachers, in the child with a disability, and in their typically developing peers. While teachers may initially feel apprehensive about how best to meet their students’ special needs, studies have shown that the inclusion of children with special needs can accrue benefits to everyone involved, and that the attitude of the classroom teacher sets the tone for success. In planning for the education of a child with special needs, it is useful to view this process as an extension of the need to view all children as individuals with their own unique learning styles and needs. The difference in a child with a diagnosed disability or delay may simply be more immediately obvious and may, or may not, require significant adaptations to support successful learning. Teachers who are effective in including children with special needs in their classrooms see this process as part of acknowledging and welcoming diversity in the classroom in its many forms, including ethnicity, home cultures, languages, physical appearance, etc. They are able to cultivate a positive attitude, remain open to learning new skills, and engage collaboratively with the family and other professional members of the team to meet the needs of the child.

**The Importance of a Team Approach**

It is essential for teachers to take a team approach in order to achieve successful inclusion of a child with special needs in the classroom. This includes first and foremost, open and ongoing communication with the child’s family. As the child’s primary caregivers, families will have valuable knowledge about this child – what she can do, how she communicates, what assistance may be needed, and what strategies and adaptations have been found effective. The family also will have beliefs, goals, and desires related to their child’s school experience, and it is important to share these openly so that the family and school staff are aligned in helping the child work toward meeting those goals during the course of the school year.

**All children need to feel that they are welcomed and included as integral members of their classroom community.**

Feeling fully accepted and valued is particularly important for children with disabilities or delays, as their differences may be more noticeable. The teacher’s role is to support the child with special needs in ways that facilitate their active participation in all aspects of classroom life. Being present in the room or observing their peers is not sufficient – children with special needs need to be engaged to the greatest extent possible with their peers, teachers, and classroom materials throughout the school day. Research indicates that many children with
disabilities may tend to take a more passive approach unless they are encouraged and helped to participate. They may not know what to do with toys or materials. They may be accustomed to observing more than participating. They may have motor or language impairments that make it difficult for them to initiate or sustain participation and interaction with other children. It is important for teachers to observe each child’s style, note the factors that seem to be hindering active participation, and work with the child’s family and other team members to devise strategies to address these issues. Examples of such strategies may include modifications of materials (e.g., adding a handle or textured material to an object to make grasping easier), changes in the environment (e.g., creating more space in the dramatic play center for a child with a walker to move around), providing explicit instruction and demonstration of how to use materials, making use of the child’s assistive technology devices (e.g., a speech-generating computer), or helping typically developing peers to communicate with and include the child with special needs.

**Effective teachers help typically developing peers to build comfort and friendships with their classmates with disabilities.**

Preschool-age children are full of curiosity and interest in their peers, including those with obvious differences. In a safe, supportive setting, they will feel free to ask questions and express interests and concerns about their classmates. However, typically developing peers may not know how to approach or respond to the child with a disability. They may accept the child’s presence but not initiate invitations to play together without teachers’ assistance and support. With appropriate information and guidance, teachers can help typically developing children to understand, accept, welcome, and include the child with special needs in the classroom community. The effective teacher strikes a balance between providing information and not overemphasizing differences and disabilities. For example, teachers can explain in simple language why a child is behaving or moving or communicating in an unfamiliar manner: “Charlie uses his walker to help him balance when he walks.” “Miranda wears her hearing aides to help make sounds louder.” “Steven is still learning to talk. He makes that sign to say ‘yes’”. They also point out common interests, similarities, and strengths in the child with a disability. For example, teachers may say: “Abby, Fernando really likes cars too. Maybe you could build a garage for your cars together.” “Hey, I just noticed that Rafael and Sammy have on the same shoes today! You both like those special ones that light up when you walk.” “Tonya, did you know that Yolanda is really great at puzzles? Let’s see if she can help you find that missing piece.” Teachers should also look for opportunities to place the child with a disability in a leadership or helping role, so that the child is not viewed by peers as only being the recipient of help.

**Skillful teachers observe all children for signs indicating the need for developmental or medical evaluation.**

A classroom teacher may be the first person to notice unusual behaviors or possible delays in a child who has not yet been identified as having a disability or special need. Since early identification and intervention are most effective, teachers have a responsibility to share their observations and concerns with the child’s family and to encourage them to seek out an appropriate evaluation. Teachers should start by observing and recording the behaviors which seem unusual or which concern them. The teacher should then make a time to sit down with the child’s family or guardian and share these observations and concerns. The teacher should describe these behaviorally rather than suggesting a diagnosis. For example, the teacher might say “I have noticed that Alaina often tunes out and does not respond when I call her name. She also avoids eye contact with me and with other children,” rather than “I think Alaina is autistic.” Teachers should encourage families to pursue an evaluation, and preferably provide them with information about how to locate an appropriate provider of such evaluations in their community (e.g., through local school district and/or private developmental specialists). Families should also be encouraged to discuss developmental concerns with their pediatrician, who should be able to guide
them through the evaluation and intervention process.

The Learning Environment:
Physical Arrangements, Activities, and Social Relationships
There is strong consensus in the field of early childhood development that it is important to consider the mutuality of influences between children and their environment – the people they interact with, and the characteristics of the activities and physical space they share with others.

Using Physical Space to Promote Language and Literacy
Creating a classroom that promotes children’s language and literacy development should focus primarily on ensuring that language and literacy materials (such as, books, writing utensils, and printed matter) are located throughout the classroom. The environment and teaching materials should be reflective of the children’s needs, culture, and language of instruction whether it is a Bilingual, English as a Second Language or English-only instruction. Techniques common to the early classroom, such as thematic units and dramatic play activities, can promote literacy development when integrated across classroom activities.

Organization and Routine of Activities: Promoting Effective Learning
Classroom management, or the manner in which activities are conducted throughout the day, is closely linked with the physical arrangement in achieving a successful environment. Children need an organized environment and an orderly routine that provides an overall structure in which learning takes place. A variety of materials and opportunities for children to have meaningful experiences should be carefully planned. Classroom management is important for the purpose of setting routines. Components can include color coding, daily plans, and classroom rules expressed with clear expectations, consistent use of rules, and frequent feedback. Children feel more secure when there is structure, so a well-planned day with built-in supports is critical to the children’s behavior, well-being, and receptiveness to learning.
Use of charts can help with classroom management. Charts help order the daily routine, allow children to use print in a meaningful way, and provide examples of print around the classroom. Management charts that incorporate pictures or icons help make a visual impression upon children.

Classroom Activity Planning: Creating Opportunities for Interaction as Well as Self-Discovery

Decisions about curriculum and adult interaction with children should be as individualized as possible. It is important for teachers to be attentive to the manner and pace of individual children’s learning so it can be maximally supported. At the same time, interaction, understanding, and cooperation with other children and adults are crucial skills for children to develop at this age. Supporting children in learning to adapt and function successfully in a classroom setting is a key component of early childhood education. With these two principles of individual instruction and instruction with adults and peers in mind, preschool programs should include opportunities for both individual and group activities to allow for independent exploration and play, as well as socialization.
**Large-Group Instruction:** There are many times when a teacher may gather the entire class of children together to provide information, support collaboration, and listen to their ideas. Large-group sessions should occur two to three times per day and last 15-20 minutes. During this time, the teacher can:

- Deliver a morning message,
- Go over the schedule for the day,
- Conduct a read-aloud,
- Allow the children to share news,
- Engage the children in a language or phonological awareness activity,
- Announce a “Special Person of the Week” or a birthday,
- Lead the children in a musical activity, such as a song, or
- Introduce an instructional theme.

**Small-Group Instruction:** Small-group learning activities with the teacher providing intentional instruction about new concepts may be one of the most effective ways to promote young children’s learning. Recent research shows that children learn math, literacy, and language concepts best when teachers support their attention and growth in gaining new knowledge in small groups (about six children).

**Individual Learning Areas:** Children also learn effectively when working in separate, set-apart learning areas. These are not places to go for playtime activities after the “important” instruction. In small-group learning areas, the children cement the instruction with guided exploration and hands-on experience. With a little creativity, even home care environments can have effective learning centers. Every learning area should have:

- Fun, playful and purposeful activities,
- A literacy connection,
- Writing materials, and
- An opportunity for conversation (language) with an adult or another child.

These areas should integrate a variety of different learning concepts, including mathematics, science, phonological awareness, reading aloud, motivation to read, letter knowledge, written expression, print and book awareness, and language development. Well-stocked learning areas supplied with books and other educational materials will help promote the integration of these academic concepts. It is important that children have experiences with books that help them understand the world they live in as well as those that reflect their own culture. Whenever possible, classrooms should include books that are culturally and linguistically relevant in children’s learning centers.

**Establishing a Schedule**
Schedules give children a sense of structure throughout their day so they can anticipate when specific activities will occur and how long they will be engaged in these activities. This sense of anticipation facilitates children
beginning to regulate their attention and emotions. It gives them a plan of their daily routine. When making a daily schedule:
• List each activity with a picture (time is optional)
• Draw children’s attention to the schedule as activities change
• Have children refer to the schedule to identify what activity comes next
• Post the daily schedule at the children’s eye level

During Meal Time
Show children each part of the meal they will be eating, and ask them if they know what it is. If they don’t recognize or name it correctly,
• Name it for them and encourage them to say the name of the food or drink.
• Label utensils and other items on the table. Use these words throughout the meal: plate, cup, spoon, fork, napkin, bowl, pitcher, serving spoon.
• Encourage the children to describe and talk about the food they are eating (not with their mouths full). For example, they may be eating round, orange carrots; long, skinny, green beans; soft, white bread.
• Make these descriptions spontaneous and creative rather than just encouraging repeating phrases.
• Encourage the children to come up with their own descriptions of their food, such as, “My tomato looks like a ball!” “My gingerbread is squishy like a sponge.”
• Take opportunities to talk to the children about table manners, such as staying seated while eating and not talking with food in their mouths.
• Use meal time as a time to reflect on the activities children did earlier in the day. Ask about what the children did or played with or built. By participating in a conversation with the children, rather than just telling them to eat, meal time can be a time for developing rich language and conversational skills.

Monitoring Children’s Learning and Development in Ways that Provide Feedback and Evidence of Success
The systematic monitoring of children’s progress has an important role to play in revealing a child’s prior knowledge, development of concepts, and ways of interacting with and understanding of the world. Progress monitoring is a way of discovering what children are interested in, what they are learning and having difficulty learning, and how they are changing over time. Armed with this knowledge, teachers can choose a pedagogical approach and curricular materials that will support the child’s further learning and development. School readiness behaviors are important to assess because they are authentic and legitimate skills. They are too important for teachers to ignore or only “guesstimate.” Continued assessment provides teachers with the feedback they need to identify which parts of the curriculum need modification—this constant feedback mechanism allows teachers to provide the most meaningful and effective educational experience possible, as it allows them to constantly focus on and respond to the children’s changing needs. Classroom assessment is a critical component of effective teaching. Preschool teachers must base their instructional choices on what each child brings to the interaction in order to effectively promote learning. Broadly conceived, assessment consists of a set of tools for identifying each child’s skill level, learning how children solve everyday problems and conflicts, how they change over time, and what motivates them.

Informal Assessments: Tracking Children over Time
Early childhood teachers have a number of informal assessments at their disposal, including observation, reflection, collection of children’s work in portfolios, and checklists. Numerous uses of portfolios include guiding instructional decisions, encouraging children’s reflections on their own learning, and sharing information about
children’s learning with families. Comprised of samples of a child’s work, teacher observations, and copies of developmental checklists, the portfolio provides an overview of the child’s development.

Developmental Approach to Promoting School Readiness

*Children build competencies as they progress along their individual developmental pathways.*

When reviewing and implementing the Texas Prekindergarten Guidelines, it is important to keep in mind that children master new knowledge and skills through a series of developmental processes that evolve over time. While effective teachers plan lessons and structure their classrooms with an awareness of the ultimate goals they want children to achieve, they also recognize that children at different developmental levels have different capabilities, therefore expectations need to be adjusted accordingly. Preschool children are maturing over time in parallel areas such as: length of attention span, expressive vocabulary, behavioral self-control, problem solving skills, fine-motor coordination, and working memory skills. These diverse aspects of development impact – directly and indirectly – children’s ability to understand particular concepts and carry out specific activities successfully.

*Teachers individualize instruction to facilitate children’s developmental progress.*

Teachers are encouraged to take a developmental perspective in implementing the Prekindergarten Guidelines. Teachers should “meet children where they are” and provide information and activities at a level that children can readily understand and engage with. This will mean building children’s skills over time, working toward the school readiness outcomes step by step as children demonstrate mastery of beginning level skills. Teachers should have the outcome skills in mind, but will need to prepare children to meet these goals through scaffolding experiences and activities that are appropriate for individual children’s current developmental levels and capabilities. Effective teachers know that each child is unique and can be appreciated as an individual with a unique style, temperament, set of interests, and aptitude for learning. Teachers should have high, positive expectations for all children, but this does not mean that all children should be expected to learn at the same rate or in the same way.

Responsive Interactions: Warm, Sensitive, and Contingent on Children’s Signals

Early childhood educators set the tone for every interaction that occurs within their classrooms; it follows, then, that cultivating a warm, caring atmosphere will allow children to explore and discover their world without fear of punishment or ridicule. In creating this environment and bolstering children’s self-esteem, teachers make huge strides in helping children achieve school readiness.

Teachers can cultivate responsiveness and warmth in their interactions with children when they:

- Listen and respond with warmth and sensitivity to children’s feelings, ideas, and opinions;
- Use positive language that builds children’s self-esteem;
- Show respect for child’s linguistic and cultural individuality;
- Help children learn self-control by supporting emerging emotional coping skills;
- Offer varied opportunities for children to make choices and decisions;
- Give oral directions after using an established signal to gain children’s attention, making sure children understand what is being required of them;
- Encourage children to manage their behavior by setting up a supportive environment (room arrangement, management charts, etc.);
- Establish classroom rules that are clear, simple, and developmentally appropriate;
• Use creative problem-solving in all parts of the curriculum; and
• Use the problems that naturally occur throughout the day to model a constructive problem-solving approach.
Pre-kindergarten, through developmentally appropriate practices, provides a foundation for young learners to grow academically, socially and emotionally. The SAISD Early Childhood program strives to provide young children with the developmental skills necessary to create a strong foundation for future success. We believe that a high-quality early childhood program is a major step toward improving children’s lives. These guides will provide information to teachers on the physical arrangement of the classroom, methods of assessing and monitoring children’s progress, intended outcomes, teacher expectations, student competencies and resources.

Research indicates that early education for young children leads to significant growth. The guides will engage children in thinking, reasoning, and communication. Through their alignment with the Texas Pre-Kindergarten Guidelines, the students are building a strong foundation in the skills needed to be successful in education.

Each domain describes specific outcomes for the children. Due to age differences and prior knowledge, there may be a large difference in the learning continuum, therefore, teachers’ expectations need to be adjusted accordingly. Children’s strengths and skills should serve as the starting point for instruction and activities should be scaffolded at appropriate developmental levels. This means building children’s skills over time, while reaching for benchmarks. By integrating the concepts from the guides across the curriculum, the teacher can provide many opportunities for children to achieve knowledge and skills.

Children have unique styles, temperaments, interests and learning abilities. Although teachers should have high expectations, they need to understand that not all children learn at the same rate. Children need to be exposed to new concepts many times and have sufficient opportunities to practice new skills. When concepts and vocabulary words are reinforced in centers, circle time, small group time, at lunch and at the playground, children can build internal mental representations.

**Teacher-Student Interactions:**

Pre-Kindergarten teachers set the tone for classroom environment. Through a warm, caring, safe, comfortable, secure atmosphere, children will be able to explore, learn and discover, without fear of punishment or ridicule. Teachers can build a sense of security by the following:

- Creates a climate and tone of warmth and safety.
- Listening and responding warmly and sensitively.
- Using positive language that builds self-esteem.
- Modeling respect for others.
- Providing multiple opportunities for children to make decisions.
- Being actively involved in their learning.
• Giving clear directions, and ensuring that children understand the directions.
• Setting up a supportive environment that encourages children to manage their behavior.
• Establishing clear and simple classroom rules.
• Teach the schedule and routines of the day and the expected behavior.

**The Learning Environment**

Effective classroom management can set the stage for children’s learning. This includes, organization of the space and furniture, predictable daily routines, and responsive interactions between teachers and children. The difference between chaos and orderly classrooms depends on how the teacher prepares the environment. This preparation should happen before school, when the children arrive and department, when transitions occur, when the children interact with materials, and when conflict occurs. Hint: Draw a layout of your room on a white board or chart paper. Strategically place the centers where the quite areas are as far away from the loud centers as possible – be aware that you will make many changes until it “feels” right, and even then you may end up changing it after the students arrive. Here are some websites that you may use to get ideas:

- [http://classroom.4teachers.org/](http://classroom.4teachers.org/)

**Setting Up the Physical Space**

- **Traffic Patterns**: centers, circle time carpet and small group table should discourage running and be appropriately located near door, sink, teacher area, etc.
- **Materials placed at the children’s level**: This will help children to become more independent.
- **Organized storage**: Everything should have a place, be labeled, be clean, well maintained, interesting and attractive.
- **Adequate equipment and supplies**: Each classroom should have basic furniture and an ever changing variety of materials. Furniture should be child-sized.
- **Clearly defined areas**: Low, well defined boundaries allow the teacher to see the children at all times.
- **Coordinated placement of centers**: Noisy areas should be separated from quiet areas and centers should be interlinked to encourage creative interactions.
- **Small-group area**: This area facilitates teacher-guided activities
- **Large group Area**: Pre-kindergarten classrooms need an open area large enough to accommodate all the children at one time for circle time.
Centers

Before planning instruction the teacher must set the stage for rich enjoyable literacy experiences to occur. By preparing the classroom environment with meaningful centers, the children have many opportunities to practice and strengthen their skills. Centers expose children to reading, writing, math, science, social skills and technology in many forms and give them the opportunity to make choices. Centers engage the child in play, encouraging language use and provide opportunities for the child to interact with others, by incorporating activities and materials related to the theme with the guidelines as the focus. Before the first day of school, it is important that you take the time to design and set up your centers. The non-negotiable centers include: Library Center/Listening Center, Writing Center, ABC Center, Pretend and Learn Center(Dramatic Play), Creativity Center (Art), Math Center/Science Center, and Construction Center (Blocks). Centers should be clearly defined in terms of both physical space and purpose. To prevent roaming and running in the classroom, the centers should be small, clearly defined space all around the room, with a large space for whole group instruction. To provide a physical definition to your centers, partition each one using bookshelves, storage shelves, housekeeping kitchen sets, cubbies, crates, etc, as dividers. Separate quiet centers from noisy centers and locate related centers near each other. For example, the Library, Listening, Writing and ABC centers can be near each other as they tend to be the more quiet centers. Pretend, Creativity, and Construction Centers can be located side by side, as they are more noisy centers. Math and Science centers can be near each other as those concepts can be easily integrated. Each center will need a shelf of some sort to store materials and activities for that center.

The classroom should have a Center Management System. The Center Management System provides children opportunities to make decisions about their own learning by establishing structures for choices during center time. Through this system, children develop critical thinking and decision making skills. The expectations for center management must be discussed and reinforced daily. A center management system limits the number of students in each center, through the use of necklaces, clips, clothespins, or name cards with student pictures. For example, if you use necklaces, you would have a center sign with three or four hooks, and the student must wear the appropriate necklace while in the center. If there is not a necklace left, they must choose another center. If the child wants to move to another center, he/she must remove the necklace and find a center with an available necklace. If you use name cards, you would have a center sign and three or four slots below (use Velcro). The students then place their name card on the slot of the center they wish to visit. When the child wants to change centers, he/she must take their card to the new center, and if there is room, they can enter the new center.

What should the centers include?

- **Writing Center** - Before children can write, we need to provide opportunities for them to gain strength and control of the muscles in the hand. By differentiating the activities in the Writing Center we can provide opportunities for children to develop fine motor skills. Begin the year by providing a variety of sizes of pencils- traditional “fat” kindergarten pencils, intermediate primary pencils, standard No. 2 pencils and a variety of pencil grips. **Hint:** provide short pencils to encourage pincer grasp. For the beginning of the year provide an assortment of pom-poms, a sorting tray, or ice tray and blunt edge tweezers. Have the
students sort the pom-poms by color or size using the tweezers. By adding a sand timer, the children will begin challenging themselves and each other. Add lacing cards and string beads as well to develop eye-hand coordination and develop the pincher skill necessary to hold the pencil. For those students who are ready to write, provide various types, colors, and sizes of paper, envelopes, and a list of the children’s names with photos. Encourage them to write their names and the names of their friends. Remember, putting out too many items can become overwhelming for the students, yet too few items may cause conflict or lack interest. It is important that they learn how to appropriately use and clean-up what has been provided. As the students demonstrate independence of this center, new items can be added or changed out. Remember to model how to use any new items that have been added.

- **Library Center** The Library Center should provide a comfortable space for enjoying books, to develop book handling skills and familiarizing children with many kinds of reading materials. Display books and magazines where children can see the covers and easily select the books that appeal to them. Include a collection of children’s books appropriate for their interest and developmental level and books that are related to the theme. Provide a comfortable, “homelike” environment for children. Puppets, flannel boards/retelling boards and dolls should be placed in this center. As the theme changes, remember to change to library.

- **Listening Center** The Listening Center should provide children with the opportunity to listen to theme related stories. This promotes listening comprehension, language development, and concepts about print. Model how to use the tape player. Children should be allowed to operate tape player independently. ([Appendix 18 - Listen Center Rebus](#))

- **ABC Center** The ABC center should include a variety of materials for children to manipulate. The center materials can include alphabet puzzles, magnetic letters (capital and lowercase), ABC games, pictures that correspond with each letter (an old alphabet chart cut-apart), ABC stamps, dry erase boards and markers, paper, pens, and pencils. Also, be sure to include a variety of alphabet books that have been previously introduced to the class. It is important that the teacher consistently model how to use and care for materials. Remember: At the beginning of the year, you should only put out a few items until they have learned how to appropriately use and clean-up what has been provided. As the students demonstrate independence of this center, new items can be added or changed out.

- **Creativity Center (Art):** The stages of drawing and painting skills are similar to those of writing. Children must first scribble before they learn to write letters or draw realistically. ([Appendix 19](#)) Your classroom will provide numerous opportunities for children to engage in this process of art. Remember, it is the process not the product that is important. Art encourages problem solving, social development, cognitive development, emotional development and physical development. When designing your Classroom Environment, create a space for that is inviting and well-organized. On the art shelf, provide materials, such as: crayons, different kinds of paper, glue, collage materials, play dough and cookie cutters. Model for the students how to use the materials appropriately and how to clean-up the area.

- **Pretend and Learn Center (Dramatic Play):** Pretend play allows children to test their ideas about the world and modify them as they go along. It offers a miniature world, which they can learn about social interactions and interpersonal relationships. It allows the children to use new vocabulary introduced through the thematic unit of study, in a meaningful way. Plan a Pretend
and Learn Center that provides meaningful experiences and materials that involve children in learning content through play. New vocabulary should reflect the various themes being taught. To begin the year, this center should include household furnishings: child-size stove, refrigerator, table, chairs, tablecloth, play food, crib, dishes, dolls, purses, shoes, ties, jewelry, scarves, shopping bags, and printed materials, such as, books, magazines, recipes books, phonebooks, maps, coupons, TV Guides, menus and calendars. Be sure to include class-made phone books and photo albums. In addition to reading materials all centers must include writing utensils. Provide paper for grocery lists, recipes, notes, envelopes, stationary, and greeting cards. Bulletin boards, message boards, and mailboxes are also appropriate items for the home center. As the themes change, this center should change to reflect the theme.

- **Science Center:** Having interesting, concrete, and hands-on material for the students to observe and explore will encourage a natural curiosity about the world around them. By providing real items in the science center, the children learn to observe, classify, communicate, measure, infer, and predict. At the beginning of the year, include items such as: magnifying glasses, bark, twigs, leaves, empty nests, sound jars (plastic eggs or film containers containing a variety of objects for the children to shake). As the themes change, be sure to change out the science center to reflect the theme.

- **Math Center:** Math skills are best learned in a natural way. As children touch, pour, shape, and order materials, they discover, test and apply math concepts. By providing a well organized math center, children can explore using a variety of manipulatives. Each manipulative should be kept in a labeled tub or container and neatly placed on the math center shelf. At the beginning of the year, provide the following: counters, puzzles, Unifix cubes, color tiles, sorting containers, links, and tangrams. Remember to limit the number of items and demonstrate how the items are to be used. “Whether planned or spontaneous, activities in the math area should provide for informal, rather than formal learning (Learning Through Play, S. Waite-Stupiansky & N. G. Stupiansky).”

- **Construction Center (Blocks):** This center provides open-ended opportunities for children to improve their visual perception, hand-eye coordination, and motor skills. Children plan by deciding what they want to build and name it before they begin. They build elaborate structures that have pattern, symmetry and details. By building cooperatively with other children, they can engage in discussions about their structures, the functions of their buildings and exchange ideas. By adding props such as small wooden street signs, the children begin to read directions and environmental print, make maps, and label their structures. Add props such plastic animals, plastic people etc., to provide opportunities for children to recreate settings of stories. Blocks should be stored on a shelf and placed in front of the whole group carpet allowing for a large space to build on. Make silhouettes of each block type using black construction paper and tape them onto the shelf so that the children will know where to put each type of block at clean-up time. Always model the proper and expected use of the blocks.
**Subject – Pre-kindergarten (4 Year Olds)**

**Domain: Mathematics**

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## Big Idea / Enduring Understandings

**Transitioning into School** - To learn basic counting, one to one correspondence, color recognition and the basic shapes.

Suggested Themes: Going to School, All About us (Nursery Rhymes and Fairy Tales will be integrated throughout the year)

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## Rationale

Learning mathematics is a natural and developmentally appropriate activity for young children. This is the time to appeal to young children’s interest and fascination with counting and numbers. Through deliberate and planned instruction the children should be introduced to mathematical concepts, methods and language.

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## Essential Questions

- Why do we count?
- What can we count?
- What is made of shapes?
- How many objects (straws, napkins, sporks, pencil) does each student need?
- What shapes do you know?
- What colors do you know?

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## Guiding Questions

- Why do we count?
- What can we count?
- What is made of shapes?
- How many objects (straws, napkins, sporks, pencil) does each student need?
- What shapes do you know?
- What colors do you know?

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## Guidelines

### V.A Counting Skills

- **V.A.1** Child knows that objects, or parts of an object, can be counted.
- **V.A.2** Child recites number words in order up to 10.
- **V.A.3** Child begins to count 1-10 items, with one count per item.
- **V.A.4** Child demonstrates that the order of the counting sequence is always the same regardless or what is counted.
- **V.A.5** Child begins to count up to 10 items, and demonstrates understanding that the last count indicates how many items were counted.
- **V.A.8** Child begins to verbally identify, without counting, the numbers of objects from 1 to 5.
- **V.A.9** Child begins to recognize one-digit numbers, 0 to 9.

### V.C.1 Names common shapes

- Child begins to names common shapes

### Language and Communication

- **II.D.2** Child demonstrates understanding of terms used in the instructional language of the classroom.

(These skills should be reviewed and reinforced throughout the entire school year)

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## I can:

- place counters in a pile and try to count them.
- say the number of counters that are place in front of me.  (V.A.1)
- count to 10
- continue counting from a number other than “one.” (V.A.2)
- point to the object while counting, using one to one correspondence
- understand that each finger represents one count. (V.A.3)
- count the number of bears in my hand. count in order from 1, 2, 3 (V.A.4)
- count with manipulatives and say, “I have 8 bears.”
- count the number of children in a center and say, “Three of my friends are here.”
- count my fingers and say, “I have 5 fingers.”
- count the numbers of balls on the playground. (V.A.5)
- look at a set of 1 to 5 objects and say the number of objects without counting them.
- look at two separate groups of objects without counting and say which group has more.
- use the words, “equal,” “more,” “less,” or “fewer” to describe sets of objects. (V.A.8)
- separate cards that have printed numbers from cards with printed letters.
- play games to find “hidden” numerals.
- use the word “zero” when asked what number of objects are in an empty space.
- describe that zero means nothing is left.
- say the number name for numerals from 1 to 9 that are written. (V.A.9)
- point to a circle, square and triangle
- see shapes in my class. (V.C.1)
- sort the toys.
- put all the red crayons in a box and the yellow crayons in a different box. (V.E.1)
- answer the question of the day.
- say more or less. (V.E.2)
- say all my colors (red, blue, green, yellow, black, white, purple, orange, brown).
- say which colors are the same and which are different. (V.E.2)

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**SAISD © 2009-10 – First Grading Period**

**ECE PK 4 Initial Release Aug 08, V1**

**Page 6 of 16**

*Power Standards represent the essential knowledge and skills students need for success in high school and beyond. Power Standards must be mastered to successfully pass the required assessments at each grade level. All TAKS eligible knowledge and skills are identified as Power Standards.*
### Evidence of Learning

Using the math first nine week assessment, 80% of the students will be successful on 7/10 of the questions after being introduced to math concepts. *(Appendix 26)*

### Essential Pre-requisite Skills

- Interest in number and quantity (36 months)
- Matching and classifying skills (36 months)

*(Developmentally Appropriate Practice in Early Childhood Programs, NAEYC, Sue Bredekamp and Carol Copple, Editors)*

### The Teaching and Learning Plan

#### The teacher will...
- Set up the centers.
- Suggested Items for the Pretend and Learn/Dramatic Play Center:
  - place mats with markings for the plate, glass, fork, etc.
  - queue the areas for the pots, pans, telephone etc.
  - paper for making shopping list
  - recipe book
  - telephone books

- Suggested Items for the Construction/Block Center:
  - blocks
  - traffic signs
  - miniature people
  - miniature transportation vehicles
  - advertisements from home and building stores
  - clip board with paper and pencil

- Suggested items for math center:
  - collectable manipulatives (buttons, keys, shells, pasta, milk tops etc.)
  - plastic counters and counting mats
  - sorting trays/ice trays
  - dominos
  - number stencils
  - number stamps
  - chart paper
  - writing paper
  - egg cartons
  - plastic eggs

#### In the centers the students will:
- Pretend and Learn/Dramatic Play Center:
  - count out the appropriate number of items needed to set the table *(V.A.3)*
  - put items back in appropriate place according to queuing *(V.A.3)*
  - write ingredients needed for recipe *(V.A.5)*
  - write telephone numbers down *(V.A.9)*

- Construction/Block Center:
  - make a structure and count the number of blocks they used to build it. *(V.A.3)*
  - count the traffic signs they use to make the roads. *(V.A.3)*
  - Group the families and count them. *(V.A.8)*
  - line up the vehicles and count them. *(V.A.5)*
  - Sort the vehicles into sets and count them *(V.A.8)*
  - Write down the supplies you need to copy a structure from the ad. *(V.A.5)*
  - Sort two types of blocks and make two different structures. *(V.A.1)*

- Math Center:
  - sort the manipulatives and count them *(V.A.1)*
  - dump the manipulatives on the table and count in any order. *(V.A.6)*
  - sort the counters into sets. Given a handful of counters and corresponding colored mats, the students will sort the counters and determine which mat has more, less or the same. *(V.A.8)*
  - count the dots on the dominos *(V.A.1)*
  - look quickly at the domino and say the number *(V.A.8)*

#### So students can:
- Resources
  1. development math games
  2. The Complete Learning Center Book, by Rebecca Isbell
  3. Textbook: envision Math Texas Pre-K – Unit 1 Counting and Numbers
     - Activity 1 Counting a set
     - Activity 2 Constructing a set
     - Activity 4 & 5 One-to-one Correspondence
     - Activity 6 Numerical Comparisons with 2 sets
     - Activity 7 Counting Practice
     - Activity 8 Match sets to sets and sets to numerals
• counting chart
• counting books
• magnetic numbers w/ magnetic board
• number cards and letter cards

Suggested items for science center:
• tweezers/small tongs
• small shells, rocks, leaves
• science journals
• clear plastic jars with lids, baskets
• chart paper and markers

Suggested items for art centers:
• collage material (buttons, yarn, pasta, paper pieces)
• paper
• people cut outs

Large Group/Circle Time (A.M. and/or P.M.)

Week 1:
• Many of the students are coming to school for the first time, and they are going to need specific instructions on the expected behavior. It is important to set rules and follow-through with instruction. Once the students have learned the Circle Time expectations, they will be ready to participate in the math activities. This would be a good time to

At Circle Time, the students will:

Week 1:
• learn the behavioral expectations at Circle Time. They will understand how to sit attentively, participate in the activity and follow the classroom rules. They will eagerly want engage in activities, because the teacher has set the stage for a fun experience. The students will have an opportunity to highlight their knowledge of colors. They will

| 2 | 4 | 3 | 1 | 0 | 5 |

- use the number stencils and stamps an identify the number (V.A.9)
- write down a number and draw pictures representing that number (V.A.9)

- look at counting books and counts the number of items on the page (V.A.3)
- use the magnetic numbers and put the corresponding item next to the number (V.A.9)
- sort the card into two piles, one for the numbers and one for the letters (V.A.9)

Science Center:
• pick up small items with tweezers and count them as they put them in the jars or baskets. (V.A.1)
• use the chart paper to graph the number of items they collected in the baskets (V.A.5)

| Shells | Rocks | Leaves |

• use one to one correspondence to make a collage (V.A.3)
• sort materials and make a collage (V.A.1)
• make a counting book using a variety of materials (V.A.9)
• make math puppets. Give children precut shapes of people. The students will decorate their puppet. Glue a number from 0-9 on the puppet. The puppet will be named Mr. Zero or Mrs. Six, etc. The finished puppets can be used at Circle Time to practice the numbers. (V.A.9)

Appendices

Appendix 26 – 1st 9 week assessment
Appendix 27 – math songs. Chants and finger plays
Appendix 28 – counting books
Appendix 29 – physical
Appendix 36 – color songs
appendix43_goldfish_activity
introduce the colors.

Week 2: (V.A.2, V.C.1)
- Introduce the calendar. The teacher will explain the purpose of the calendar and will talk about the name of the month, the days of the week, and the meaning of yesterday, today and tomorrow. This is a relevant way to count every day. Continue to review the colors and begin to introduce the shapes. *(Appendix 27 & 36)*

Week 3: (II.D.2)
- Continue with the calendar for the rest of the year. Remember to have a calendar helper, and their job is to point to the days as they are being counted. Ask: “Why do we use the calendar?” ¿Para qué usamos el calendario?

- Introduce the colors, begin with red. Have the students create a Color Albums: Cut pictures of single familiar “red” items from magazines, grocery ads, or flyers and glue them onto paper to create a photo album. Place the item on one side and print the word on the other side. HINT: This can be done with other colors, or you could have a primary color album and a secondary color album. *(Resource 4)*

- Have the students make a Big Blue Sky. Cover a table with butcher paper and let the children freely paint the big wide blue sky using large as well as small brushes dipped in various shades of blue paint. (This activity) Once dry, allow children to take home a piece of the “sky.” *(Resource 4)*

- Put out a set of counters and instruct the children to sort out all the red and blue ones. *(Resource 4)*

- Create two sets of cards: One set has a large splash of color on each card, and the other set has a color name on each card (printed in that color). Children match the color word card to the color splash card. *(Resource 4)*

- Post a piece of red and blue construction paper on the wall at child’s eye level. Have children take turns throwing a beanbag at the color you tell them too. HINT: continue adding more colors as you teach them. *(Resource 4)*  

- Provide circle, square and triangle stencils and allow the children to use the stencils in art and color activities.

Week 2:
- Sing color songs, talk about their favorite color and play color games.

- Begin to understand that the calendar is a routine that will happen every day. The students will hear counting and begin to learn how to chime in. They will also participate in the songs, chants and finger plays. The students will continue to refine their color knowledge and will begin to identify the shapes (circle, square, rectangle, triangle and rhombus)

Week 3:
- Begin to feel more comfortable with the calendar routine. They will be eager to be the calendar helper.

- Create a “Red” photo album and have opportunities to read it to their friends, parents, or teachers.

- Practices small and large motor skills as arm, hands, and finger movements are involved. They will begin to make the connection that colors have different names.

- Be able to discriminate between red and blue.

- Begin to understand that words have meaning and will be able to identify different colors.

- Will have another opportunity to learn the colors.

- Practice learning their colors while also practicing learning the basic shapes.
• Show students how mixing blue and red makes purple.


Week 4: (V.A.1, V.E.1, II.D.2)
• Introduce the colors yellow and purple. Refer to the activities in week three for ideas.

Read the book, Sunflower House by Eve Bunting to teach the color yellow.

Introduce sorting. Begin by sorting the students (boys and girls, pants and shorts, short hair and long hair, etc.). Demonstrate sorting two other concrete objects. Once the students grasp the concept of sorting two objects, add additional (items, colors, criteria)

Find an engaging counting book and read it to the students every day this week. (Appendix 28)

Activity 1 p. 10-11 - Model counting three big bears. It can be helpful to use a puppet when counting to help develop good listening skills and concentration. Say, “I am going to count my bears, watch me. One bear, two bears, three bears. Now I want you to count with me.” Voy a contar los osos, fíjate como le hago.” Un oso, dos osos, tres osos. Ahora quiero que tú los cuentes. Then have the students sit in a circle and give each student three bear counters. Have them count their bears. Say: “Turn to a friend and count his/her bears?” “Voltea con tu compañero y cuenta sus osos”

The teacher and assistant should be walking around checking for understanding. (This activity should be done everyday to perfect the skill.) Once the student’s have grasped the concept, add items to be counted. Remember, it should take no more than five minutes, otherwise the students will become board and restless. √

Use body parts to teach counting. Ask the students to count their eyes, ears, nose, eyebrows, fingers, feet, elbows, etc. Ask more or less questions using the body parts.

• Make connections to the colors they have learned.

Week 4:
• Learn the colors yellow and purple.

Begin to understand the meaning of yellow.

Begin to understand the concept of sorting. They will have many opportunities to sort a variety of items.

Hear counting through literature and will become more familiar with the counting process.

will begin to understand that counting is a natural process. They will understand that one bear stands for the number 1, two bears stands for the number 2, etc.

Begin to count randomly throughout the day.

Experiment with the term more or less by counting body parts. For example, they will count their eyes, then they will count their chin. They will answer the questions, “Which body part do you have more of, your eyes or your chin?” ¿Qué parte de tu cuerpo tienes más? ¿Tus ojos o tu barbilla?”
Have different items for the students to count. (fingers, socks, tiles, cubes, buttons, etc.)

Read "Brown Bear, Brown Bear" by Bill Martin Jr.

Explain homework, p. 2-4 in Home Activity Masters.

Explain the homework, use p. 1 of Activity Aid Masters. Explain that they will take this page home and count the pictures with a parent.

Week 5: (V.A.4, V.A.4, II.D.2)
- Introduce the colors green, orange, and brown. Refer to the activities in week three for ideas.
- Read the book, The Runaway Pumpkin by Kevin Lewis to reinforce the color orange.
- Continue reading a counting book everyday. Have a variety of books and select two and ask the students to vote on the book they like the most. Then make a graph of the vote to determine which book wins. Ask, “Why do we vote?” ¿Por qué votamos? (Appendix 28)

Week 6: (V.A.3, II.D.2)
- Introduce the colors black and white. Refer to the activities in week three for ideas.
- On the bottom of a white paper, glue a ½ sheet of black construction paper, making the total paper half white and half black. Children glue black collage items onto the white side and white items onto the black side.
- Come up to the dry erase board, or chart tablet and have an opportunity to fill in the outline of a person. They will draw two eyes, one mouth, one nose, two ears, two eyebrows, etc. Using the body to count is a very meaningful and hands on approach.
- Practice their counting skills. Counting by manipulating a variety of objects.
- Make connections to the colors they have learned.
- Differentiate between white and black while using their creativity to make an interesting collage.

Week 5:
- Learn the colors green and brown.
- Make connections to the colors they have learned.
- Make the connection between orange and items that are typically orange.
- begin to understand the democratic process. That everyone has a vote and every vote counts. The will vote on the book they want to hear and will make a mark indicating their selection.

Week 6:
- Learn the colors black and white.

Show the students how mixing yellow and blue makes green.

Provide many practical examples of counting. Always check for understanding.

Power Standards represent the essential knowledge and skills students need for success in high school and beyond. Power Standards must be mastered to successfully pass the required assessments at each grade level. All TAKS eligible knowledge and skills are identified as Power Standards.
• Read: *It Looked like Spilt Milk* by Charles G. Shaw.

• model using one-to-one correspondence. The teacher will help the students understand the numeric match between two objects. Start out with shoes, Ask, "How many shoes do you need for your feet?" ¿ Cuántos zapatos necesitamos para nuestros pies? Talk about other relevant one-to-one correspondence situations (spoons for cereal, hat for the head, straw for the milk, jacket for the body, etc.)

• introduce Activity 4 & 5 p. 18-25 – Model one to one correspondence using plastic eggs in egg cartons. If you cannot find plastic eggs, use counters. You may want to ask the students to bring in empty egg cartons or ice trays. Place this activity in the math center for additional practice.

• model matching dots to a row of pictures. Using a chart tablet, have rows of pictures and space underneath to put dots. Ex:

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Hint: laminate this chart and use a dry erase marker to make the dots.

• put the students in groups of 2 or 3, and give each group a card (similar to large sample) with the instructions to match one dot to one picture.

• continue this activity this week, but switch up the groups.

• Reinforce the concept of one-to-one correspondence

• Make the connection between white and items that are typically white.

• begin to understand the concept of one-to-one correspondence.

• attempt to use one-to-one correspondence using manipulatives.. They will be able to the math center and continue experimenting with one-to-one correspondence.

• watch and participate with the teacher when modeling one-to-one correspondence. The students will begin to understand that one dot represents one items.

• work in groups and practice the skill of one-to-one correspondence.

• continue practice the skill of one-to-one correspondence and will have opportunities to work with different friends.

• use one to one correspondence when they are eating meals, by getting only one fork, one straw and one napkin.
Food helps children understand the terms.


Week 7: *(V.A.8, V.C.1, II.C.1)*
- Review all the colors. Look for a certain color of objects in a room. (Play “I Spy”)
- Place different colored items in a basket and pass the basket around during circle time. Instruct each student to select one item. Then say, “If you have a red leaf, stand up. If you have a purple leaf, pat your head, etc.” “Si tienes una hoja roja, pérate. Si tu tienes una hoja morada, date una palma en la cabeza, etc.
- Have the students toss a bean bag at color squares and try to land on a color that you call out to them.
- Introduce the words, equal, more and less.
- Model determining if two sets of items have the same amount, more than or less than the other. For example, have two bowls (same size) of counters with one obviously more than the other. Ask the students what they think about these two bowls of counters. Continue asking questions, until the children say the right answers.
- Continue modeling this activity everyday until the students understand the words: equal, same and less.
- Put Activity 6 p. 26-29 in the math center.
- Give the children two triangles the same size and ask them to make a square from them. To extend the project, give each child 2-3 sets of two triangles in two or three colors. They can match their pieces and even glue them together on paper in the shape of squares. [http://www.preschoolbystormie.com/ntriangle.htm](http://www.preschoolbystormie.com/ntriangle.htm)
- Homework: provide your students with various sizes of shapes, and have them make a picture using the shapes.

Week 8: *(V.A.3, II.D.2)*
- Make connections to the colors they have learned.
- Practice the skill of more or less with their parents.

- Review their knowledge of the colors.
- Hear the terms, more, less, equal during breakfast, lunch and snack time. The students will begin to understand the terminology: equal, more and less.
- Practice using the terms: same, more and less.
- Begin to say, he/she has more goldfish than me.
- Make a square out of two triangles.
- Create “shape” pictures with the help of their parent.

Week 8:
- Review and strengthen their knowledge of the colors.
• Continue reinforcing color recognition. Read many color books, ex. One Fish, Two Fish, Red Fish, Blue Fish, by Dr. Seuss or Max Paints the House by Ken Wilson-Max.

• Use food as a tool to check for understanding of the colors – this can be play food or real food.

• model using dice to play a game. Make a large die with a square box. Cover it with white paper and mark it with dots. Gather the students on the carpet in a large circle. Throw the die, and together count the dots facing up. Continue this process 5 to 8 times.

• For the next week, continue modeling how to use dice.

• In the math center play the game on p. 30 -33.

• have boxes in the art center so the students can make their own large die. Hint: ask parents to look for square boxes and send them with the students.

• Explain the homework, using Activity Aid Master p. 13. When duplicating the page, cover the instructions about coloring the fish. The assignment is to cut out the fish, and play counting games with their parents.

Week 9: *(V.A.9)*

• introduce the written numerals and show the students how that numeral relates to a set. Ex. On chart paper or a dry erase board, write the number 1 and draw a picture of one object.

• Gather the students in a circle and give them a handful of counters. As you write a number, ask them to pull out equal counters. For example, say, “Look at the number 3 that I drew on the board. Now look at your counters and pull out three bears.” “Fíjate en el numero 3 que escribí en el pizarrón. Ahora fíjate en tus ositos y saca tres osos.

• Remember to introduce the number zero. Zero the Hero (Super Hero) When tracking how many days we’ve been in

• Learn the colors through interaction with the various play foods in the dramatic play center, or through actual foods that the teacher brings to class.

• learn how to read a die. They will have the opportunity to throw a die and then count the numbers in the die.

• Want to go to the math center and play a board game using a die.

• Will understand that the more dots that are facing up, then the more moves can be made on a board game.

• Have an opportunity to go to the art center and make their own die. The first day they will paint a box white and the next day they will paint on the dots.

• Play a counting game with their parent(s) or siblings.

Week 9:

• begin to understand the numerals are representatives of a set of objects. They will have opportunities to match a written number with objects.

• begin to understand that zero means there are no objects represented in that number.
school, Zero the Hero visits on the days that end with a zero-like day 10 or 20 or 30 or 40. Sing the Zero the Hero song.  
http://www.calicocookie.com/zerohero.html
http://www.cceschool.org/hayes/Zero%20The%20Hero.htm

- Every day introduce a new number, and always review the numbers you have shown previously. (This is a difficult skill, and it will not be mastered quickly; therefore, it is important to continue reviewing the numeral representation throughout the year to ensure mastery.)
- Use the students' body parts to demonstrate the numeral representation.
- Cut five apple shapes out of cardboard. Cut one finger hole in the first shape, two in the second, and so on. Color the apple shapes red and mark each one with the numeral that matches the number of holes in it. Then place the apples in the math center.
- Demonstrate the lady bug game (Teachers Edition: Activity 8 p. 34-37). Then place it in the math center for continued practice.
- Explain the homework, using Home Activity Masters, p. 17-19.

**On Going activities that occur throughout the day:**
- singing counting songs for transitions
- model counting throughout the day. Ex. counting students, napkins, spoons, plates, pencils, etc.
- model using the words, equal, more, and less
- describing that zero means nothing is left.

**Physical Development:**
- have an exercise routine that involves counting exercise moves. If the blacktop at school has dot markings, have each student stand on a dot (one-to-one correspondence). Two or three students can be assigned as the exercise helpers. Examples of exercises to be counted are: jumping jacks, toe touching, waist twist, boxing punches, etc.
- draw large numbers on the blacktop or basketball court and the students will march on the number saying a military style chant (One, one, this is number one. One, one, this is number one.)
- Play math outdoor games. (Appendix 29)

**Throughout the day, the students will:**
- sing counting songs.
- practice their counting skills when passing out items to their friends.
- use the words equal, more and less in their conversations.
- understand the number zero.

**Snack Time:**
- offer a mix of snacks and ask the students to sort them before they eat them.

**While participating in physical development, the students will:**
- participate in the exercise routine and counts each set.
- Shout out the numbers as they do each exercise.
- Become familiar with the counting order.
- Have fun playing games that help improve the math skills.

**At snack time the students will:**
- be able to sort the snack mix.
- look at a snack mix and predict which item has the most,
- offer a mix of snacks and ask the students to predict which has more or less, then have them sort them to verify.
- have the students count their snacks before they eat them.
- Have the students make sets of snacks before they eat them.
- The book titled, *Pepperidge Farm Goldfish Counting Fun Book* by Barbara Barbieri McGrath can be used for counting and one to one correspondence. Or the teacher can use a print out of the numbers and have the students place the corresponding gold fish snacks on the numbers before they eat. (Appendix 43)

- begin to understand that there are purposes for counting. They can check if their peer received the same amount, more or less.
- Make sets with their snacks.
- Begin to make the connections between the counted item and the actual number.

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**Academic Vocabulary**

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**Content Vocabulary**

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<td>rojo</td>
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**Evidence of Learning**

**Formative Assessment**

- Ask the student, "how many fingers do you have on one hand?" the child should respond 5.

**Open-ended Questions/Responses**

- Why are we learning about numbers?
- What do we use numbers for?

**TAKS-Readiness**

Sample 3 Grade TAKS Test:

A zookeeper feeds bananas to the monkeys at the zoo. She counts the bananas in groups of 7. Which list shows only numbers the zookeeper counts?

Mark your answer.

a. 14, 21, 26, 36, 42
b. 14, 21, 28, 35, 42
c. 7, 12, 17, 22, 27
d. 7, 17, 27, 37, 47