

## PreK ELA Curriculum

<b>Subject</b>	Language Arts		
<b>Grade/Course</b>	PreK		
<b>Unit of Study</b>	How We Affect Our Environment and How Our Environment Affects Us		
<b>Pacing</b>	December		
<b>Unit Summary</b>	Children will use a variety of communication, literacy, print and art materials to express how they can change and modify their environment. Children will explore and manipulate a variety of materials to represent themselves and others.		
<b><u>CT Early Learning and Development Standards</u></b>			
<b>Early Language, Communication, and Literacy</b>			
<b><u>Receptive, Expressive, Social Interaction Language</u></b> <b>Strands A - C</b>	<b><u>Book Appreciation and Knowledge of Print</u></b> <b>Strands D-E</b>	<b><u>Phonological Awareness</u></b> <b>Strand F</b>	<b><u>Convey Meaning Through Drawing, Letters and Words</u></b> <b>Strand G</b>
<b>3 to 4 year indicators Strands A - C</b> L.48.1 Understand words or signs for objects, actions and visible attributes found frequently in both real and symbolic contexts L.48.2 Understand increasingly complex sentences that include 2-3 concepts L.48.3 Use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts L.48.4 Use simple pronouns L.48.5 Begin to use some words that are not part of everyday conversational speech L.48.6 Communicate about current or removed events and/or objects L.48.7 Use increasingly	<b>3 to 4 year indicators Strands D-E</b> L.48.12 Select fiction and non-fiction books to read and attend with interest L.48.13 Demonstrate comprehension through retelling with use of pictures and props L.48.14 Ask and answer simple who, what, where and why questions related to story or text L.48.15 Make predictions and/or ask questions about the text by examining the title, cover, pictures L.48.16 Look at pages of the book from left to right (or according to conventions of home language) L.48.17 Recognize that print represents spoken words	<b>3 to 4 year indicators Strand F</b> L.48.20 Recognize rhyming words in songs, chants or poems L.48.21 Identify when initial sounds in words are the same L.48.22 Distinguish individual words in a sentence  <b>4 to 5 year indicators Strand F</b> L.60.23 Recognize which words in a set of words begin with the same sound	<b>3 to 4 year indicators Strand G</b> L.48.23 Draw or “write” to convey idea, event or story. “Writing” involves scribbles, letters and/or letter-like shapes L.48.24 Write in a manner that is distinct from drawing. Combine scribbles with letter-like forms  <b>4 to 5 year indicators Strand G</b> L.60.25 Draw original stories with a beginning, middle and end L.60.26 Use early developmental spelling. May use one letter for the initial or final sound to represent whole word

<p>longer, complex sentences that combine phrases or concepts to communicate ideas</p> <p>L.48.9 Use speech that is mostly intelligible to familiar and unfamiliar adults</p> <p>L.48.10 Maintain a topic of conversation over the course of several turns</p> <p>L.48.11 Answer simple who, what, where and why questions</p> <p><b>4 to 5 year indicators</b> <b>Strands A - C</b></p> <p>L.60.1 Understand and increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contexts</p> <p>L.60.2 Determine the meanings of unknown words/concepts using the context of conversations, pictures or concrete objects</p> <p>L.60.3 Understand increasingly complex sentences that include 3-4 concepts</p> <p>L.60.4 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts</p> <p>L.60.5 Use more complex words learned through books and personal experiences</p> <p>L.60.9 Initiate, maintain and end conversations by repeating what other</p>	<p>L.48.18 Identify some printed words and/or common symbols in the context of the environment</p> <p>L.48.19 Recognize some letters especially those in one's own name</p> <p><b>4 to 5 year indicators</b> <b>Strands D-E</b></p> <p>L.60.11 Independently choose or "read" books and select a variety of texts including fiction and nonfiction</p> <p>L.60.12 With prompting and support, retell familiar stories, including story elements</p> <p>L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)</p> <p>L.60.15 Know how print is read</p> <p>L.60.16 Know that books have titles, authors, illustrators or photographers</p> <p>L.60.17 Recognize words as a unit of print and that letters are grouped to form words</p> <p>L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text</p>		
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person says and/or by asking questions L.60.10 Use language to share ideas and gain information			
Essential Questions		Corresponding Big Ideas	
<ol style="list-style-type: none"> <li>How do we create and use tools to affect our environment?</li> <li>What are some ways to express ourselves and describe things that we have experienced?</li> <li>How can we work together to solve problems?</li> </ol>		<ol style="list-style-type: none"> <li>As children explore and expand their understanding of the world they learn that the objects that we use everyday (crayons, blocks, etc.) are tools that change the environment around us.</li> <li>As children explore and expand their understanding of the world they will begin to notice that there are similarities and differences between themselves and others and they can represent those through different media (language, materials, drama, etc.).</li> <li>As children explore and expand their understanding of themselves they learn to work with others to solve problems.</li> </ol>	
Word Study Topics			
<p><u>First semester</u>*:</p> <p>The focus will be on teaching the alphabetic principle of letter-sound correspondence with the whole class. Students will practice:</p> <ul style="list-style-type: none"> <li>Recognition of the alphabetical order of letters a-z</li> <li>Letter name, keyword, and sound for the 26 letters of the alphabet (letter-sound correspondence)</li> <li>Visual connection between the letter name, its sound, and its grapheme (or written representation)</li> </ul> <p>*Pacing reference comes from Foundations Program.</p>			
Evidence of Learning - Assessment			
Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning	
<ul style="list-style-type: none"> <li>Parent/Teacher Conferences</li> <li>Developmental Screenings</li> <li>Formative assessments (e.g., naturalistic observations,</li> </ul>	<ul style="list-style-type: none"> <li>Checklists used within and beyond this unit</li> <li>Marie Clay's Concepts of Print</li> <li>PELI</li> </ul>	<ul style="list-style-type: none"> <li>Portfolios</li> <li>Family Input (surveys or conversations)</li> <li><a href="#">CT DOTS: Documentation and Observation for Teaching System</a></li> <li><a href="#">Sparkler</a> (CT Access Code: 1600)</li> </ul>	

planned experiences, family input, etc.)		
<b>Learning Plan</b>		
<b>Researched-based Instructional Resources and Methods</b>		
<p><a href="#">CT ELDS Building Meaningful Curriculum</a></p> <p><b>Integrated Curriculum Approach</b></p> <ul style="list-style-type: none"> <li>● “A meaningful curriculum is integrated so that learning experiences encompass many developmental domains and/or content areas.”</li> </ul> <p><b><a href="#">Intentionally Planned Learning Experiences (Appendix A, Pg 26)</a></b></p> <ul style="list-style-type: none"> <li>● Embedded into the daily schedule.</li> <li>● Based on child interest, individual children’s needs and the learning standard to be addressed.</li> <li>● A balance of teacher-led and child-initiated experiences.</li> <li>● Relevant to children’s lives and cultural context.</li> <li>● Includes family input.</li> <li>● Occurs in the context of various groupings (individual, small group, large group).</li> <li>● Children have ample time for making choices, extending play, and continuing projects over time.</li> </ul> <p><b>Play-Based Learning</b></p> <ul style="list-style-type: none"> <li>● Play contributes to and enhances all areas of development in young children.</li> </ul> <p><b>Fostering Competent Learners: Essential Dispositions</b></p> <ul style="list-style-type: none"> <li>● Across all ages and domains, early learning experiences will support children to be creative, be inquisitive, be flexible, be critical thinkers, be purposeful and reflective and be social learners.</li> </ul> <p><b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>● Young children develop and learn within the context of their family and culture</li> <li>● Families are the primary caregivers and educators of young children</li> <li>● They are critical partners in all early learning environments</li> <li>● Communities offer a variety of resources that support early growth and development</li> </ul> <p><b>Environment, Materials, and Schedule</b></p> <p><a href="#">CT ELDS Guide to the Domains and Strands (Literacy, Pg. 47)</a></p> <ul style="list-style-type: none"> <li>● Provide learning experiences that encourage children to make connections between what the child already knows and new learning.</li> <li>● Label the environment with word cards.</li> <li>● Create a word wall; include words from all languages spoken by children and their families.</li> <li>● Provide listening activities like books on tape.</li> <li>● Provide new and different experiences that expand receptive vocabulary, such as field trips, visitors and objects to explore.</li> <li>● Read to children every day with the express purpose of enhancing their vocabulary and listening skills.</li> <li>● Choose stories or books with rich vocabulary and unfamiliar words.</li> <li>● Regularly read in small groups of three to six to ensure children’s active participation.</li> <li>● Provide wordless books, encourage children to narrate the story.</li> </ul>		

- Provide fiction and nonfiction books that stimulate children’s curiosity.
- Provide multiple cozy areas for children to read.
- Provide stories in multiple formats, e.g., CD, computer (touch screen if applicable), flannel board.
- Provide books and other literacy materials that reflect multiple cultures and languages.
- Provide materials that children can use to act out and retell stories.
- Add to the print-rich environment with various types of print, e.g., magazines, brochures, maps, junk mail, greeting cards, ticket stubs, etc.
- Provide toys and materials that show letters.
- Provide examples of environmental print, such as bags from a local restaurant with a familiar logo or places and items that are familiar to children.
- Provide containers of toys and materials that all begin with the same sound; post the letter on the container.
- Provide word cards with corresponding pictures for children to arrange into sentences.
- Provide multisensory materials for writing, e.g., shaving cream, sand.
- Provide book-making materials.
- Alternate writing materials frequently.
- Provide writing materials in varied areas of the child’s environment.

### Interdisciplinary Connections

In an integrated curricular approach, the content and experiences intentionally address and support several developmental domains.

#### **Cognitive Strand B Cause and Effect**

When trying to solve a problem, children will initially use trial and error. As they gain experience, children will begin to think before taking action, using logic and experience to determine the steps they follow to solve the problem. Children’s logic and reasoning skills emerge when adults and children seek out answers to questions and problems together. The emphasis should be on the process rather than the result. Listen carefully to children’s questions and think of ways that they can discover their own answers.

#### **Social Emotional Strand D Self-awareness, Self-concept and Competence**

In preschool, children will begin to feel more comfortable in new situations and they will be able to take initiative in attempting unfamiliar tasks. Adults can provide support through genuine, positive guidance. It is important to listen to their ideas and acknowledge the effort in both work and play.

#### **Physical Strand B Fine Motor**

When children are practicing writing or drawing in the art center, they are using the small muscles in their fingers and hands. These muscles develop through continued practice manipulating small objects. Consider having materials available for drawing and writing that are different sizes and widths.

#### **Creative Arts Strand A Visual Arts**

In the art center, children are given the freedom to express themselves and explore materials. Scribbles are the very beginning of writing. Even painting with your hands encourages children to explore the curves and lines that will someday become letters. Consider providing open-ended art activities that children can revisit throughout the week.

#### **Social Studies Strand B People, Places and Environments**

Preschool is a great time to foster a child’s ability to think beyond themselves. They are better able to understand the impact of their own actions and can learn that the environment is directly impacted by the

choices that they make. This allows them to develop a caring for the natural world around them.

**Math Topic: Snowpeople**

**Science Topic: Engineering**

**Science Strand B Design Cycle**

Children are natural engineers. Have you ever observed a child using a stick to pull a ball out from under the playscape, realizing the stick is not long enough and then searching for a longer one? If you have, you have witnessed a child's emerging engineering skills. They independently moved through the design cycle by identifying a problem, designing a solution and refining their solution. Their solution may not be as complex as a bridge or water flowing out of a faucet, but they are beginning to understand that using an object can help them solve a problem. They will build on this understanding and begin to create new solutions to the problems they encounter.

**Instructional Moves**

Possible Student Challenges	Teaching Moves
Children may have preference for materials or activities	Give children many opportunities to interact with the material that they are struggling with. Provide alternatives like tools or gloves so that they can still be involved in the activity without having to touch it. Ask them to describe how a material looks or smells to encourage them to participate from a different perspective.
Children may have limited exposure to tools and materials	Children that are struggling with tools may not have had many opportunities to work with them. Provide a variety of experiences where tools are present or highlighted. Talk about tools during play and conversation to familiarize them with the names and attributes.
Children struggle to identify letters	Children that are struggling with letters may not have had many opportunities to work with them. Provide a variety of experiences where letters are present or highlighted. Talk about letters during play and while reading to familiarize them with the names. Sometimes sensory experiences, like stamping letters in playdough or writing in sand, can help children become more familiar with letters.
Children's motor skills are just beginning to develop and they may struggle with their grip and dexterity.	Allow children to scribble. Scribbling helps children to teach their muscles to control the writing utensil. Provide sensory materials such as playdough or sand that sticks together. Manipulating materials with their whole hand helps to develop the muscles that they need to write.
<b>Mentor, Demonstration, Read-aloud, Shared Texts</b>	

<p><b>Suggested Texts and Resources</b>  <a href="#">Fountas &amp; Pinnell Classroom™ Implementation Timeline</a>  <b>Text Set 10:</b> Byron Barton: Bright and Bold  <b>Text Set 22:</b> Denise Fleming: Exploring the Natural World            Five Little Snowmen            Baxter’s Red Ball            Lion and Mouse: An Aesop Fable  <b>Suggested Family Experiences</b>            Invite families in to share foods or stories that represent their culture</p>	
<p><b>Suggested Read-Alouds and Shared Reading Texts</b></p> <p><b>Social Emotional/Literacy -</b>  <i>Small in the City</i> by Sydney Smith  <i>Herman &amp; Rosie</i> by Gus Gordon  <i>Winter in the City</i> by Sue Tarsky and Claire Lordon  <i>This Is Our House</i> by Hyewon Yum  <i>Richard Scarry’s Busy, Busy Town</i> by Richard Scarry  <i>Goodnight, Goodnight, Construction Site</i> by Sherri Duskey Rinker and Tom Lichtenheld  <i>Crown: An Ode to the Fresh Cut</i> by Derrick Barnes and Gordon C. James  <i>Small Ways to Change the World</i> by Lonely Planet Kids and Aubre Andrus  <i>The Little Tree</i> by Lauren Long  <i>Hammer and Nails</i> by Josh Bledsoe and Jessica Warrick  <i>Lion and the Mouse</i> Illustrated by Jerry Pinkney  <i>Islandborn</i> by Junot Diaz and Leo Espinosa</p> <p><b>Finger-plays</b>            5 Little Snowmen            My Little Red Wagon</p>	<p><b>Suggested Read-Alouds and Shared Reading Texts</b></p> <p><b>Math - Snowpeople</b>  <i>Snowmen at Night</i> by Caralyn Buchner  <i>Snowmen at Work</i> by Caralyn Buchner  <i>Snowmen at Play</i> by Caralyn Buchner  <i>Snowmen All Year</i> by Caralyn Buchner  <i>The Snowy Day</i> by Ezra Jack Keats  <i>The Snowman</i> by Raymond Briggs  <i>The Biggest Snowman Ever</i> by Steven Krall  <i>Sneezy the Snowman</i> by Maureen Wright</p> <p><b>Science - Engineering</b>  <i>Hello Lighthouse</i> by Sophie Blackall  <i>Subway</i> by Christoph Niemann  <i>All Aboard! Let’s Ride a Train</i> by Nichole Mara and Andrew Kolb  <i>Brick: Who Found Herself in Architecture</i> by Joshua David Stein and Julia Rothman  <i>Good Morning, Neighbor</i> by Davide Cali and Maria Dek  <i>A World of Cities</i> by James Brown  <i>This Is How We Do It</i> by Matt Lamothe  <i>How a House Is Built</i> by Gail Gibbons  <i>How Cities Work</i> by Lonely Planet Kids  <i>Here We Are: Notes for Living on Planet Earth</i> by Oliver Jeffers  <i>Good Morning, City</i> by Pat Kiernan and Pascal Campion  <i>Home</i> by Carson Ellis  <i>The Red Umbrella</i> by Christina Gonzalez</p>
<p><b>Read-Aloud &amp; Shared Reading</b></p>	
<p><b>Read-Aloud goals</b>            Internalize reading behaviors (preview, make predictions, anticipate)            Monitor for sense and re-reading            Process the text            Whole-class book talk</p>	

**Read-Aloud process:**

Before You Read (introduce book, title, author, wonder about the title)

As You Read (look at pictures, read with prosody, retell)

After You Read (whole class book talk)

**Shared reading goals**

Practice using meaning, structure, visuals (MSV) to solve new words

**Shared reading process:**

Introduce the book and key concepts

Cross-checking sources of information

Word Study

Fluency

**Vocabulary**

**Tier 1 (Everyday Vocabulary)**

Children in preschool are new to language and just starting to learn basic conversational words. It is important to provide a language rich environment that supports oral language development.

[The Magic of Words: Teaching Vocabulary in the Early Childhood Classroom](#)

[Vocabulary in the Early Childhood Classroom](#)

**Tier 2 (Academic Vocabulary)**

**Tier 3 (Domain Specific Vocabulary)**

Boots  
 Building  
 Cardboard  
 Carrot  
 Coal  
 Gloves  
 Glue  
 Hammer  
 Mittens  
 Nails  
 Rake  
 Ruler  
 Scarf  
 Shovel  
 Snowpeople  
 Sticks  
 Tape  
 Texture  
 Tools  
 Trains  
 Yardstick

Blueprint  
 Characteristics  
 Construct  
 Design  
 Diversity  
 Engineering  
 Environment  
 Evidence  
 Habitat  
 Investigating  
 Measurement  
 Neighborhood  
 Sphere  
 Structure

\*Include words in languages that represent the classroom and individual experiences.

**Suggestions for Differentiation, Scaffolding and Intervention**

Differentiation or Intervention

Dual Language Learners



**Any teacher moves/strategies that address student challenges can be used in differentiation or as interventions.**

Receptive Language

- Help children to learn key words or phrases prior to reading a story or before a group experience, e.g., pre-teach key vocabulary that will allow them to participate, use visuals to support the vocabulary.
- Provide models of a variety of types of communication, e.g., sign language, oral language.
- Name items as you use them.
- Use a favorite toy or activity to encourage communication.
- Give children adequate time to respond to questions, directions, greetings, etc.
- Use concrete items to help children learn new vocabulary.
- For children with visual impairments, provide non-visual support for learning vocabulary (opportunities for touch) and alternatives to facial expressions for conveying emotion.

Expressive Language

- Provide opportunities throughout the day for language use and interaction with peers and adults.
- Maintain a familiar routine and use consistent language during the routines
- Demonstrate interest in children's attempts to communicate using facial expressions, gestures and words.
- Provide engaging and interesting materials and activities to stimulate children's interest in discussion.
- Observe children's gestures and eye gaze; model language to accompany their actions.

Social Interaction

- Teach children key phrases to use during social and play situations.
- Respond quickly to children's attempts to communicate.
- Learn children's individual communication

\*Children learn in the language(s) that are the most meaningful to them. To unlock prior knowledge and experiences, it's important to use language and objects that connect to meaning.

**Differentiation resources and strategies may also be helpful for language learners.**

Receptive Language

- Teach children key vocabulary words before they are used in books or group settings, e.g., make sure they understand what the word "frog" means before reading a book about frogs.
- Describe your actions as you complete them.
- Use consistent phrases during routines, e.g., always say, "It's time to go to the bathroom." Don't vary it with, "It's time to use the potty."
- Read the same book multiple times.
- Observe children's interests and talk about what they are showing an interest in.

Expressive Language

- Pair children with a peer who speaks the same languages, but is more advanced in English.
- Use gestures as you speak and pair words with the action.
- Pause often and allow longer periods of time for a child who is a dual language learner to respond.
- Pair the child's home language with English as often as possible.
- Accept oral approximations.
- Allow children to respond in a group.

Social Interaction

- Model being a language learner by using the child's home language.
- Prompt children to speak slowly and repeat if their peer does not respond.
- Read non-English stories.
- Encourage adults and other children in the classroom to learn and use words in the home languages represented.

Book Appreciation and Knowledge

<p>cues and teach peers to understand those cues.</p> <ul style="list-style-type: none"> <li>● Develop stories that help children understand communication norms, such as greetings and turn-taking during conversations.</li> </ul> <p><b>Book Appreciation and Knowledge</b></p> <ul style="list-style-type: none"> <li>● Provide a variety of types of books, including tactile books, books with sounds, large print books, adapted books and board books.</li> <li>● Use books with a limited number of images on the page.</li> <li>● Use computers with touch screens and interactive software for children to engage with carefully selected texts.</li> <li>● Adapt books with tabs to make page turning easier.</li> </ul> <p><b>Knowledge of Print and its Uses</b></p> <ul style="list-style-type: none"> <li>● Provide letters in a variety of formats, textures and sizes.</li> <li>● Ensure access to books and print materials in the environment.</li> </ul> <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Provide opportunities for children to hear you elongating words with continuous sounds, such as, “seen,” by modeling the elongated word, e.g., “ssseeeennnn,” and then asking the child to say the word.</li> <li>● Provide opportunities for auditory awareness activities that highlight similarities and differences in sounds.</li> <li>● Frequently play rhyming, alliteration and sound identification games.</li> <li>● Change the placement of a sound in a word and ask children to imitate you, allow them to create words and you repeat them.</li> </ul> <p><b>Drawing, Letters and Words</b></p> <ul style="list-style-type: none"> <li>● Provide whiteboards mounted to the wall and easels, as upright surfaces are easier for some children to write on than flat surfaces.</li> <li>● Provide writing tools that are varied sizes, some with larger handles or oversized</li> </ul>	<ul style="list-style-type: none"> <li>● Ask families and volunteers who speak the child’s language to come in and read in their home language.</li> <li>● Provide books written in the child’s home language.</li> <li>● Provide wordless books.</li> <li>● Accept retelling in many forms: actions, words, use of props.</li> <li>● Have parents record a story in their home language; play those recordings in the listening center.</li> </ul> <p><b>Knowledge of Print and its Uses</b></p> <ul style="list-style-type: none"> <li>● Pair the child’s home language with English as often as possible.</li> <li>● Provide books in all languages spoken in the setting or wordless books that allow children to create their own story in their own language.</li> <li>● Build letter knowledge in home language and then English.</li> </ul> <p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Highlight words that include sounds common to both languages and separate similar sounds.</li> <li>● Engage in play with children and embed opportunities for oral language development.</li> <li>● Pair rhyming words with pictures or action.</li> </ul> <p><b>Drawing, Letters and Words</b></p> <ul style="list-style-type: none"> <li>● Provide extensive opportunity for young dual language learners to experiment with writing.</li> <li>● Encourage children to draw and write their stories even if they have not mastered oral English.</li> <li>● Provide print in children’s home languages.</li> <li>● Engage children in conversations throughout their day.</li> <li>● Translate the daily schedule into the child’s home language.</li> </ul> <p><b>Resources:</b>  <a href="#">CT ELDS Meeting the Needs of Dual Language Learners</a></p>
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<p>crayons and pencils.</p> <ul style="list-style-type: none"><li>● Use high- and low-tech assistive technology when necessary.</li></ul> <p>Resources:</p> <p><a href="#">CT ELDS Meeting the Needs of Diverse Learners</a></p> <p><a href="#">Early Childhood SRBI Embedded Strategies Manual</a></p>	<p><a href="#">Dual-Language Learners in the Preschool Classroom</a></p> <p><a href="#">Meeting the Home Language Mandate Practice Strategies for All Classrooms</a></p>
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