

**PRESCHOOL ELA Pacing Guide DECEMBER/JANUARY**

**Somerville Public Schools Preschool ELA Overview: Essential Practices to Child Outcomes**

<b>Essential Practices &amp; Strategies</b>	<b>Domain(s)</b>	<b>Dosage &amp; Duration</b>	<b>Outcomes</b> <i>Children will...</i>
<p><b>Oral Language and Concept Development</b>  <i>Foundational Morning Meeting Routines</i>  <i>Read Alouds &amp; CROWD Strategies</i>  <i>Whole Group Meeting</i>  <i>Small Group Interactions</i>  <i>Vocabulary &amp; Concept Development</i></p>	<p><b>Oral Language and Vocabulary</b></p> <p><b>Book Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Daily Morning Meeting Routines</li> <li>• Read Alouds at least 1x daily, 10-20 minutes</li> </ul>	<p>Develop expressive and receptive language skills to ask questions, share ideas and concepts, use of rich vocabulary, and conventions of speech. Appreciate books and stories. Understand that pictures and words convey meaning.</p>
<p><b>Fine Motor, Drawing, and Writing</b>  <i>Fine Motor &amp; Writing Center</i>  <i>Art Studios &amp; Sensory Opportunities</i>  <i>Handwriting Without Tears</i></p>	<p><b>Physical Development &amp; the Mechanics of Writing</b></p> <p><b>Print Concepts</b></p>	<ul style="list-style-type: none"> <li>• Daily access &amp; practice via centers and shelf work (minimum 60 mins/day)</li> <li>• 2-3x week small group with teacher</li> </ul>	<p>Develop hand strength, bilateral coordination, and the ability to cross the midline. Properly hold and use a variety of mark making tools. Develop dexterity, fine motor control, grip, and coordination to draw and write with detail and accuracy.</p>
<p><b>Expressive and Written Language</b>  <i>Journaling Guide</i>  <i>Story Book Acting</i>  <i>Story Telling Story Acting</i>  <i>Message Center</i>  <i>Environmental Print</i></p>	<p><b>Writing - Text Types and Purposes</b></p> <p><b>Print Concepts</b></p>	<ul style="list-style-type: none"> <li>• Daily access &amp; practice via centers and shelf work (minimum 60 mins/day)</li> <li>• Journal: 1x week minimum</li> <li>• STSA 1-3x week</li> </ul>	<p>Use own voice, words, or illustrations to describe experiences, tell stories, and communicate information. Understand and access written symbols, print, in the environment. Generate own writing to learn about content, communicate to others, and develop an identity as an author.</p>
<p><b>Phonological &amp; Phonemic Awareness</b>  <i>Songs &amp; Chants</i>  <i>Sounds, Symbols, Association of Sound &amp; Symbol</i>  <i>Alphachants</i>  <i>Word Knowledge, Invented Spelling</i></p>	<p><b>Phonological Awareness</b></p> <p><b>Phonics and Word Recognition</b></p>	<ul style="list-style-type: none"> <li>• 2-4x week small group with teacher</li> <li>• Daily Practice via meeting time</li> <li>• Daily access &amp; practice via centers and shelf work (minimum 60 mins/day)</li> </ul>	<p>Orally discriminate and identify sounds, rhymes, syllable segmentation. Visually discriminate and identify letters &amp; sounds. Understand that written words are made up of individual letters and sounds, sentences are made up of words.</p>

**PRESCHOOL ELA Pacing Guide DECEMBER/JANUARY**

Key Terms and Definitions	
<b>Essential Practices:</b>	“Must do” practices and related curriculum materials that facilitate Core Competencies and child Outcomes
<b>Core Competencies:</b>	“Road Map”: Skills, activities necessary to facilitate child learning and development.
<b>Dosage &amp; Duration:</b>	Frequency, time, and intensity of exposure. How long and how much time are we spending?
<b>Outcomes:</b>	Changes in children’s behaviors that indicate literacy proficiency.
<b>Content Links &amp; Background Knowledge</b>	Linkages to and integration of curriculum in other content areas and in children’s lives. This promotes meaning-based literacy skills.
<b>Domains:</b>	Components of a robust language and literacy curriculum.
<b>Whole Group:</b>	At meeting time - introducing and reinforcing essential practices.
<b>Small Group:</b>	Introducing or reviewing essential practices with a few children, led by a teacher
<b>Independent &amp; Shelf Work:</b>	Materials and activities offered at a center or on a shelf that children can choose and do independent of a teacher.
<b>3C:</b>	Head Start’s “Big Idea” Thematic Curriculum

**PRESCHOOL ELA Pacing Guide DECEMBER/JANUARY**

<p align="center"><b>Content Links &amp; Background Knowledge December/January</b></p> <p align="center"><b>Change activities in the Writing, Fine Motor, Science, Dramatic Play, Art Centers to align with the Big Idea</b></p>			
<p><u>Building Blocks Math:</u> Weeks <u>11-16</u> Concepts:</p> <ul style="list-style-type: none"> <li>● Reading Numerals</li> <li>● Connecting Quantity and Symbol</li> <li>● Comparing Amounts and Numbers</li> <li>● Sorting and Classifying</li> <li>● Ordering, Patterning</li> <li>● Shapes - sorting, counting, comparing</li> </ul>	<p><u>Science:</u> Push-Pull How things move Winter Our Bodies</p>	<p><u>Social Studies Options:</u> Clothing MLK Healthcare Professionals</p>	<p><u>Social Emotional Learning:</u> 2nd Step Weeks <u>11 - 17</u></p> <p><b>Unit 2: Empathy</b></p> <ul style="list-style-type: none"> <li>● Accidents (11)</li> <li>● Caring and Helping (12)</li> </ul> <p><b>Unit 3: Emotion Management</b></p> <ul style="list-style-type: none"> <li>● We Feel Feelings in Our Bodies (13)</li> <li>● Strong Feelings (14)</li> <li>● Naming Feelings (15)</li> <li>● Managing Disappointment (16)</li> <li>● Managing Anger (17)</li> </ul>

<b>Possible Topics</b>	<b>Forces and Motion, Story Variations, Seasonal Changes/Clothing, Seasonal Study/Animals, Our Bodies (Caring for . . .)</b>
<b>Big Ideas</b>	<p><b>Things move in different ways.</b></p> <p><b>Stories can be told in different ways.</b></p> <p><b>The weather changes how we dress and what we do.</b></p> <p><b>People and animals makes changes to stay warm, safe and healthy in the cold.</b></p> <p><b>Our bodies grow and change.</b></p> <p><b>There are many ways to take care of our bodies.</b></p>

**PRESCHOOL ELA Pacing Guide DECEMBER/JANUARY**

<b>1. Oral Language and Concept Development (Domain: Oral Language and Vocabulary, Book Knowledge )</b> <i>Dosage: Read Alouds -1x daily, 10-20 minutes, Small Groups: 3-4 x week,                      Daily access &amp; practice via centers and shelf work (minimum 60 mins/day)</i>			
<b>Core Competencies Children Will...</b>	<b>Whole Group Teachers will...</b>	<b>Small Group facilitated by teachers Teachers will...</b>	<b>Independent Centers and Shelf Work</b>
<b>Ask questions and share comments</b> to respond to <b>Sharing</b> in Morning Meeting.	<b>Explicit presentation, practice and modeling</b> of the use of <b>Questions &amp; Comments</b> during Sharing. Provide <b>sentence starters</b> .	Ask targeted questions and share connections to extend children’s play and solicit dialogue and work reflections.	<ul style="list-style-type: none"> <li>● Various versions of stories (3 Little Pigs, The Day the Pancake Ran Away, Gingerbread Man, Cinderella, etc.)</li> <li>● Story Props: Felt board, block characters, puppets, velcro cards, etc</li> <li>● Question sentence starters</li> <li>● Comment sentence starters</li> <li>● Vocabulary picture cards, word cards, vocab rings</li> <li>● Dramatic play with characters and scenarios from read alouds</li> <li>● Relevant texts across areas of the classroom, for example Ten Black Dots in math area</li> <li>● Multiple copies of books</li> </ul>
<b>Surface BIG IDEAS</b> and <b>engage in extended reciprocal discourse</b> as part of project planning	Facilitate <b>group conversations about Big Ideas</b> , classroom planning, problem-solving, and books. Use webbing, KW(L), and note taking to track ideas, remind children of shared ideas, and extend conversations.	Actively engage individual children and small groups in extended conversations about Big Idea activities.	
<b>Compare and contrast versions of stories</b> and recognize similarities and differences	<b>Read and re-read multiple versions</b> of the same story. Use graphic organizers to record similarities and differences. Act out versions of stories	Preview and review stories with small groups. Discuss details, key vocabulary, and distinctions between books. Act out to compare similar stories.	
<b>Use new vocabulary</b> throughout the classroom and in conjunction with Big Ideas	Introduce <b>definitions</b> & have children play with and work with words: <ul style="list-style-type: none"> <li>● Co-create a labeled diagram/poster</li> <li>● Sort and use words by definition</li> <li>● Repeat word, as found in structured text</li> </ul>	Have words available on cards with associated pictures for copying, tracing, sorting. Utilize and emphasize key vocabulary while interacting with children throughout the classroom.	

**PRESCHOOL ELA Pacing Guide DECEMBER/JANUARY**

<b>2. Fine Motor, Drawing, and Writing (Domain: Physical Development &amp; the Mechanics of Writing, Print Concepts)</b> <i>Dosage: Small Groups: 3-4 x week, Daily access &amp; practice via centers and shelf work (minimum 60 mins/day)</i>			
<b>Core Competencies Children Will...</b>	<b>Whole Group Teachers will...</b>	<b>Small Group facilitated by teachers Teachers will...</b>	<b>Independent Centers and Shelf Work</b>
Create <b>Observational Drawings</b> , with labels.	Demonstrate <b>how to use a clipboard, paper and pencil to carefully record what is seen.</b> Focus on adding details and naming/labeling essential features	Support children to notice, name and draw essential details, offering to add labels, or help them to write the labels.	<ul style="list-style-type: none"> <li>● Post charts, diagrams, and examples of Observational drawing.</li> <li>● Documentation Baskets/Kits throughout room</li> <li>● Objects and Phenomena to observe and draw (i.e. forces in motion items at Science Center).</li> <li>● Books, charts and word cards that provide labels and key vocabulary for children to use.</li> <li>● High quality drawing &amp; writing materials, sizes of paper, little books</li> <li>● Relevant vocabulary cards/pictures to drawing and writing center.</li> <li>● Content-related trays and materials at writing center</li> <li>● HWT Wet, dry, try procedure</li> <li>● Sandpaper letters, sand trays</li> <li>● Handwriting practice sheets</li> </ul>
<b>Draw to document their own work.</b>	Demonstrate how to <b>gather drawing/writing materials and draw to record one's work</b> (i.e. block structure)	Provide verbal reminders and scaffolds for how to include essential details. Offer to take dictation about the process and the product.	
Use a variety of <b>mark-making tools</b> and artistic materials to represent ideas and <b>express themselves.</b>	Introduce a variety of exploratory and <b>representational art materials, techniques and activities</b>	Listen to/Take dictation of children's descriptions of their work - drawings, art work, block structures, etc.	
<b>Practice writing or tracing</b> the shapes of letters, numbers and word.	Model using the <b>wet, dry, try</b> procedure to practice writing letters. <b>(see HWT TG p. 105)</b>  Demonstrate how to trace (and say the name and sound of the letter) using sandpaper letters. <b>(see HWT TG p109-115)</b>	Demonstrate fine motor activities. Use HWT wet, dry, try.  Trace letters and draw in sand trays.  Model, sing and reinforce, "Start the letters at the top!"	
Use content-related word cards and tray work to <b>explore, build and write key vocabulary.</b>	Model new tray activities and words cards that reinforce letter formation and key vocabulary.	Remind, reinforce and redirect children to new and/or 'good fit' activities.	

**PRESCHOOL ELA Pacing Guide    DECEMBER/JANUARY**

**3. Expressive & Written Language (Domain: Writing - Text Types and Purposes)**

*Dosage: Daily access & practice via centers and shelf work (minimum 60 mins/day), Journal: 1x week minimum, STSA 1-3x week, Small Groups: 3-4 x week*

<b>Core Competencies Children Will...</b>	<b>Whole Group Teachers will...</b>	<b>Small Group facilitated by teachers Teachers will...</b>	<b>Independent Centers and Shelf Work</b>
Use <b>graphic organizers</b> in public writing to express knowledge.	<b>Model using tools to organize information shared</b> , for example - T-charts, Venn Diagrams, Bar Graphs - to consider same and different, sorting by category, learning about one another.	Review and preview organizational tools for sorting objects, taking surveys, gathering and showing information.	<ul style="list-style-type: none"> <li>● Access trays and materials at writing centers independently</li> <li>● High quality drawing materials, sizes of paper, little books</li> </ul>
<b>Draw, label, and tell</b> more detailed stories.	<b>Model journal drawing and writing</b> - emphasizing the inclusion of character, setting and action, in both the drawing and the words.	Work with small groups to support drawing and dictation of stories, prompting children to describe and draw the setting, characters and actions.	<ul style="list-style-type: none"> <li>● Access Venn Diagrams, Webs, KWL charts, surveys</li> <li>● Practice sorting and charting with manipulative, letters, etc.</li> </ul>
<b>Share drawing/ writing</b> by participating in the <b>author's chair</b> to show peers and talk about work.	Model <b>sharing individual writing</b> via author's circle, author's chair.  Model providing <b>feedback to authors</b> with questions, comments, I wonder..., This makes me think about...	Prepare children for sharing their writing with peers.  Prepare children for giving comments and questions.	<ul style="list-style-type: none"> <li>● Child-made graphs, surveys</li> <li>● Journals available during centers/choice.</li> <li>● Author's Chair</li> <li>● Compelling DP, with books and props to provide ideas and language for roles.</li> </ul>
<b>Engage in storytelling and role taking</b> , through participation in STSA, play, and class books.	<b>Continue STSA</b> each week. .  Model and invite <b>modeling of particular roles</b> for dramatic play, STSA, or other classroom play scenarios.	Collect stories for STSA, prompting for more detail.  Support children in role playing in DP and other areas of the classroom. Join play and model, as needed.	

**PRESCHOOL ELA Pacing Guide    DECEMBER/JANUARY**

<b>4. Phonological &amp; Phonemic Awareness (Domain(s): Phonological Awareness, Phonics and Word Recognition)</b> <i>Dosage: Daily Practice via meeting time, 2-4x week small group with teacher,                      Daily access &amp; practice via centers and shelf work (minimum 60 mins/day)</i>			
<b>Core Competencies Children Will...</b>	<b>Whole Group Teachers will...</b>	<b>Small Group facilitated by teachers Teachers will...</b>	<b>Independent Centers and Shelf Work</b>
<b>Listen for and play with sounds</b> particularly initial sounds and rhymes, children's names	<b>Play with sounds through songs,</b> chants, fingerplays, sound & first name games (i.e. Willoughby-Wallaby, I SPY w/phoneme clues, etc.)	Play games with small groups/individual children - notice abilities or different children	<ul style="list-style-type: none"> <li>● Access trays and materials at writing centers independently</li> <li>● Spy, play with small objects</li> <li>● Sound sorting games with pictures, objects</li> <li>● Sound drawers</li> <li>● Sandpaper letters in writing center using sand trays, rubbings, knock-knock game or memory game.</li> <li>● Read current and previously taught Alphachants lapbooks independently</li> <li>● Focus-letter items in the writing center to inspire writing and initial sound play.</li> </ul> <p>Focus Letter Grouping (Alphachant order): msf hta cpl gre dkn voj bwi zyg xu</p>
<b>Listen for and play with syllables</b>	Play <b>Mystery Bag with objects</b> or use <b>Big Idea objects</b> and vocabulary, or names.	Play Mystery Bag syllable game	
<b>Identify picture and objects by initial sounds</b>  <b>Learn letter names &amp; sounds.</b>  <b>Connect phonemes with letter symbols.</b>	Continue daily readings of <b>Alphachants</b> lapbook  Review of <b>Alphachants letter cards</b> 3-5x week & incorporate into shelf/small group work.  Continue <b>introducing Sandpaper letters activities</b> to writing center  Continue <b>playing with letter sounds</b> and letter connections during whole group writing experiences	Continue I-Spy game with small objects (I-spy, sound sorting with cards/objects)  Play sound sorting games with symbols  Introduce focus letter activities into writing center  Introduce and play with 2-3 letters 3 using the Period Lesson  Continue games with particular <u>focus on letters being introduced and previous letters learned</u> to encourage letter name and sound connection using pictures or objects.(ex. memory games, initial sound sorting).	

**PRESCHOOL ELA Pacing Guide DECEMBER/JANUARY**

--	--	--	--