

PRESCHOOL ELA PACING GUIDE FEBRUARY/MARCH

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

Essential Practices & Strategies	Domain(s)	Dosage & Duration	Outcomes <i>Children will...</i>
<p>Oral Language and Concept Development <i>Foundational Morning Meeting Routines</i> <i>Read Alouds & CROWD Strategies</i> <i>Whole Group Meeting</i> <i>Small Group Interactions</i> <i>Vocabulary & Concept Development</i></p>	<p>Oral Language and Vocabulary</p> <p>Book Knowledge</p>	<ul style="list-style-type: none"> ● Daily Morning Meeting Routines ● Read Alouds at least 1x daily, 10-20 minutes 	<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>Fine Motor, Drawing, and Writing <i>Fine Motor & Writing Center</i> <i>Art Studios & Sensory Opportunities</i> <i>Handwriting Without Tears</i></p>	<p>Physical Development & the Mechanics of Writing</p> <p>Print Concepts</p>	<ul style="list-style-type: none"> ● Daily access & practice via centers and shelf work (minimum 60 mins/day) ● 2-3x week small group with teacher 	<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>Expressive and Written Language <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>Writing - Text Types and Purposes</p> <p>Print Concepts</p>	<ul style="list-style-type: none"> ● Daily access & practice via centers and shelf work (minimum 60 mins/day) ● Journal: 1x week minimum ● STSA 1-3x week 	<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>Phonological and Phonemic Awareness <i>Songs & Chants</i> <i>Sounds, Symbols, Association of Sound & Symbol</i> <i>Alphachants</i> <i>Word Knowledge, Invented Spelling</i></p>	<p>Phonological Awareness</p> <p>Phonics and Word Recognition</p>	<ul style="list-style-type: none"> ● 2-4x week small group with teacher ● Daily Practice via meeting time ● Daily access & practice via centers and shelf work (minimum 60 mins/day) 	<p>Orally discriminate and identify sounds, rhymes, syllable segmentation. Visually discriminate and identify letters & sounds. Understand that written words are made up of individual letters and sounds, sentences are made up of words.</p>

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

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Content Links & Background Knowledge February/March Change activities in the Writing, Fine Motor, Science, Dramatic Play, Art Centers to align with the Big Idea			
<p><u><i>Building Blocks Math:</i></u> <i>Volume 2</i> <i>Weeks 16-19 and 20-23</i> <i>Concepts:</i></p> <ul style="list-style-type: none"> ● <i>Patterns</i> ● <i>Counting</i> ● <i>Subitizing</i> ● <i>Shapes and attributes</i> ● <i>Comparing and ordering amounts</i> ● <i>Measuring</i> ● <i>Solving problems</i> 	<p><u><i>Science:</i></u> <i>Light and Shadow</i> <i>Forces and Motion</i></p>	<p><u><i>Social Studies Options:</i></u> <i>MLK Black History</i> <i>Week of the Young Child</i> <i>Study on Fairness and Kindness - What would make Somerville a kind and fair place for everyone?</i></p>	<p><u><i>Social Emotional Learning:</i></u> <i>2nd Step Weeks 18 - 24</i></p> <p>Unit 3 Emotion Management</p> <ul style="list-style-type: none"> ● <i>Managing waiting (18)</i> <p>Unit 4 Friendship skills and Problem Solving</p> <ul style="list-style-type: none"> ● <i>Fair ways to play (19)</i> ● <i>Having fun with friends (20)</i> ● <i>Inviting to play (21)</i> ● <i>Joining in with play (22)</i> ● <i>Saying the problem (23)</i> ● <i>Thinking of Solutions (24)</i>

Possible Topics	Light and Shadow, Post Office, Black History Month & MLK, Kindness & Fairness
Big Ideas	<ul style="list-style-type: none"> ● There is a connection between an object and its shadow. ● People need light to see the world and do many things. ● People can light their world with many different types of mechanisms. ● The sun lights the world. ● People communicate in writing. ● We can send messages to people not with us. ● There are people who helped fight for equality. ● We help each other when things are fair. ● It is important to include everyone. ● People feel good when people show acts of kindness.

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1. Oral Language and Concept Development (Domain: Oral Language and Vocabulary, Book Knowledge)

*Dosage: Read Alouds -1x daily, 10-20 minutes, Small Groups: 3-4 x week,
Daily access & practice via centers and shelf work (minimum 60 mins/day)*

Core Competencies Children Will...	Whole Group Teachers will...	Small Group facilitated by teachers Teachers will...	Independent Centers and Shelf Work
Listen to and share ideas as part of a group conversation.	Facilitate conversations about similarities and differences, ideas for play. Share and revisit student work.	Enter play and facilitate social problem-solving, encouraging children to share their experience and possible solutions.	<ul style="list-style-type: none"> ● High Interest/Low Text and Rhyming Books ● Big books related to the Big Idea or Rhyming ● Vocabulary picture cards, word cards, vocab rings ● Rhyming matching games. ● Dramatic play with characters and scenarios in read alouds ● Opportunities to negotiate play and problem-solve in small groups. ● Relevant texts across areas of the classroom
Surface BIG IDEAS and engage in extended reciprocal discourse as part of project planning	Facilitate group conversations about Big Ideas , classroom planning, problem-solving, and books. Use webbing, KW(L), and note taking to track ideas	Actively engage individual children and small groups in extended conversations about Big Idea activities.	
Participate in choral reading of big books , exploring text at the word level.	Facilitate shared and interactive reading experiences of structure big books. Highlight and play games designed to examine the text at the sentence, word, and letter level.	Preview and review big books with small groups of children. Play with text pulled out of big books.	
Make text to self connections , recognize similarities & differences	Use CROWD strategies, focusing on Distancing Prompts (to build connections).	Preview & review stories with small groups, engage in extended, reciprocal conversation.	
Identify parts of a story and structure	Identify characters, problems, solutions, setting	Play with story sequencing cards, props	
Learn and generate rhyming word-plays , songs, poems and jokes.	Model noticing rhyming words and patterns in song charts, poems and books . Play rhyming games.	Preview, review and practice noticing rhyming words in texts; and producing rhyming pairs.	
Use new vocabulary in conjunction with Big Ideas and unit concepts.	Introduce definitions & have children sort and use words (picture cards) by definition (light & dark; push & pull)	Have words available on cards with associated pictures for copying, tracing, sorting.	

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2. Fine Motor, Drawing, and Writing (Domain: Physical Development & the Mechanics of Writing, Print Concepts)

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

Core Competencies Children Will...	Whole Group Teachers will...	Small Group facilitated by teachers Teachers will...	Independent Centers and Shelf Work
Use fine motor strength and coordination to support concept development and representation of learning.	Rotate and model new content-related shelf work via explicit presentation, building connections between fine motor tasks and math, science, and literacy content.	Reinforce and support understanding of new shelf-work, adapting and extended based on observed strengths and needs.	<ul style="list-style-type: none"> ● Message Center and materials ● Family name word cards ● Message word cards (to, from, love, etc.) ● Stencils, tracing trays, sand paper letters, models to copy ● Book connected to the Big Idea to inspire drawing and writing ● Making little books ● Handwriting practice sheets
Draw and talk about stories adding more detail to both their drawings and their storytelling.	Continue to model drawing , seeking input and suggestions from children regarding setting, characters, and actions.	Ask questions about children's art work, gently scaffolding for details. Encourage children to label items in their drawings. Model stretching out and sounding out words.	
Practice writing letters, numbers and words	Model using stencils, letter tracing , word cards, integrating focus letters and key vocabulary.	Trace letters Teach use of new writing materials	
Use a variety of mark-making tools to create, address and share messages .	Explicit presentation of message making , focusing on addressing the message and signing the message.	Support sequencing of steps and finding of needed words, to insure successful delivery of messages	

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3. Expressive & Written Language (Domain: Writing - Text Types and Purposes, Book Knowledge, Print Concepts)

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

Core Competencies Children Will...	Whole Group Teachers will...	Small Group facilitated by teachers Teachers will...	Independent Centers and Shelf Work
<p>Contribute public writing to express knowledge.</p>	<p>Write class letters and messages to people in the building, curriculum experts, others.</p> <p>Model using webs, surveys, etc. to organize information shared.</p>	<p>Provide message templates and word cards, supporting writing and taking dictation, as needed.</p> <p>Review and preview organizational tools for sorting objects, making surveys.</p>	<ul style="list-style-type: none"> ● Name cards, tracing names, name games, name writing practice. ● Access trays and materials at writing centers independently. ● Message Center with high quality drawing/writing materials, sizes of paper, envelopes, stamps, etc. ● Letter and message templates ● Speech bubble templates ● Journals also available during centers/choice. ● Access props, pictures, and copies of familiar stories to inspire children to create their own variations.
<p>Tell, draw, label and dictate stories about themselves.</p> <p>Explore Science/Math Journaling</p>	<p>Introduce new types of journaling - Science Journals, Math Journals</p> <p>Write a group story about a common experience, i.e. field trip, recording children's dictation.</p> <p>Share Journals - Author's Circle</p> <p>Continue STSA</p>	<p>Create common experience stories.</p> <p>Support detailed drawing and labeling during science and/or math journaling.</p> <p>Support detailed drawing and/or dictation of stories.</p> <p>Encourage phonological connections while labeling and writing, as well as invented spelling, for those who are ready.</p>	
<p>Develop stories based on familiar plots.</p>	<p>Model retelling a variation of a favorite or well known story, ie Three Little Pigs.</p>	<p>Offer inspiration (props, pictures, copies of stories) to prompt expressive acting, drawing and writing.</p>	
<p>Practice name writing through creating and sending messages.</p>	<p>Explicit presentation of Message Center, highlighting key words (to, from, love, etc.) and the importance of including names (sender and receiver).</p>	<p>Support inclusion of key words and names in the creation of messages.</p>	

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4. Phonological & Phonemic Awareness (Domain(s): Phonological Awareness, Phonics and Word Recognition)

*Dosage: Daily Practice via meeting time, 2-4x week small group with teacher,
Daily access & practice via centers and shelf work (minimum 60 mins/day)*

Core Competencies Children Will...	Whole Group Teachers will...	Small Group facilitated by teachers Teachers will...	Independent Centers and Shelf Work
Listen for and play with sounds particularly initial sounds, rhymes, names	Play with sounds through songs , chants, fingerplays, sound games & first name games	Play games with small groups/individual children	<ul style="list-style-type: none"> ● Access trays and materials at writing centers independently
Hear and produce rhyming words .	Model noticing rhyming words in texts.	Practice noticing rhyming words in texts, producing rhyming pairs.	<ul style="list-style-type: none"> ● I Spy, play with small objects ● Sound sorting games with pictures, objects
Identify picture and objects by initial sounds Learn letter names & sounds . Connect phonemes with letter symbols .	Continue daily readings of Alphachants lapbook Review of Alphachants letter cards 3-5x week & incorporate into shelf/small group work. Continue introducing Sandpaper letters activities to writing center Continue playing with letter sounds 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).	<ul style="list-style-type: none"> ● Sound drawers ● Sandpaper letters in writing center using sand trays, rubbings, knock-knock game or memory game. ● Read current and previously taught Alphachants lapbooks independently ● Focus-letter items in the writing center to inspire writing and initial sound play. ● Word building activities, magnet letters, moveable alphabet, scrabble tiles
Build words using invented spelling or copying	Model sounding out words during whole group writing experiences. Introduce word building with letter tiles, magnet letters, moveable alphabets	Introduce word building games from writing center	<ul style="list-style-type: none"> ● Focus Letter Grouping (Alphachant order): msf hta cpl gre dkn voj bwi zyq xu