

PRESCHOOL ELA PACING GUIDE NOVEMBER

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"> • 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. Participate in classroom routines developing skills and language to work in whole and small groups.</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</i> <i>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
Core Competencies:	“Road Map”: Skills, activities necessary to facilitate child learning and development.
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.
Domains:	Components of a robust language and literacy curriculum.
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 & Shelf Work:	Materials and activities offered at a center or on a shelf that children can choose and do independent of a teacher.
3C:	Head Start’s “Big Idea” Thematic Curriculum

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Content Links & Background Knowledge November
Change activities in the Writing, Fine Motor, Science, Dramatic Play, Art Centers to align with the Big Idea

<p><u>Building Blocks Math:</u> <i>Weeks 8 - 10</i></p> <ul style="list-style-type: none"> • <i>Comparing like groups of quantities</i> • <i>Counting using 1-1 correspondence</i> • <i>Comparing groups-more/less than</i> • <i>Name and describe shapes</i> • <i>Sort and match shapes</i> • <i>Subitizing small quantities of objects</i> 	<p><u>Science:</u></p> <p>Transportation/Vehicles Forces & Motion</p>	<p><u>Social Studies Options:</u></p> <p>Transportation Family and Traditions Food Homes</p>	<p><u>Social Emotional Learning:</u> <i>2nd Step Weeks 8 - 10</i></p> <p>Unit 2: Empathy</p> <ul style="list-style-type: none"> • <i>More Feeling (8)</i> • <i>Identifying Anger (9)</i> • <i>Same and Different Feelings (10)</i>
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<p>Possible Topics</p>	<p>Forces and Motion Transportation Family and Traditions Food Homes</p>
<p>Big Ideas</p>	<ul style="list-style-type: none"> • Things move in different ways. • People move from one place to another in different ways. • There are many ways to make a family. • People across cultures eat different kinds of foods and people like the same kinds of foods. • There are many places in Somerville where people get food. • Homes give people shelter. • There are many kinds of homes. People in our class live in different kinds of homes. • Some people have more than one home, depending on their family unit.

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1. Oral Language and Concept Development (Domain: Oral Language and Vocabulary, Book Knowledge) <i>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)</i>			
Core Competencies Children Will...	Whole Group Teachers will...	Small Group facilitated by teachers Teachers will...	Independent Centers and Shelf Work
Participate in Group Games and Learning Activities at Morning Meeting	Introduce and practice community building, name, and content related games , such as <i>Bug in a Rug</i> , or <i>I Have, Who Has</i> .	Facilitate small groups of children as they practice games that have taught in morning meeting.	<ul style="list-style-type: none"> ● Encourage children to ask who, how and why questions using language from books which have been read aloud. ● Puppets, felt board pieces, role cards, costumes, etc. to support revisiting and retelling of stories. ● Encourage children to use target vocabulary in play. ● Provide vocabulary word cards, posters, role cards, labels, etc. in classroom writing center and play areas to prompt and support language use. ● Book baskets in various areas of the classroom to inspire play. ● Props from group games, for children to practice games in small groups.
Surface BIG IDEAS and talk about their interests as part of project planning	Brainstorm ideas related to topics of study using webbing, KW(L), etc.	Talk with children about Big Ideas to plan curriculum and focus topic activities	
Discuss the sequence of stories and predict future events during high quality Read Alouds.	Use Interactive Read Alouds to ask what happened first, and then , etc. Prompt children to predict what might happen next, or what a character might do or feel in the future .	Model making predictions and inferences using prior knowledge and information and clues from the text. What happens next? How do you know?	
Receive, discuss and utilize targeted vocabulary .	Highlight and discuss targeted Big Idea vocabulary words pulled from text. Create and share visuals and games to practice these words.	Preview and review target vocabulary and anchor books for Big Idea. .	
Use books across the classroom.	Explicit introduction of book baskets that live in other areas of the classroom	Demonstrate how to use books as a resources in different areas. (ex. Introduce <u>Feast for Ten</u> in the dramatic play area, for preparing a meal.)	
Integrate social language and key vocabulary to plan, enter, and sustain play .	Explicit presentation of Center Activities related to Big Idea	Support collective planning of play. Enter and engage in play to model social language and highlight key vocabulary.	

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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
Build upper body strength, fine motor control and coordination -	Rotate and introduce new fine motor activities designed to support Hand Strength and Hand-Eye Coordination. Explicitly demonstrate intentional use of each tray and how to access and clean up materials.	Use mini-lessons to review use of fine motor tray activities to: <ul style="list-style-type: none"> ● teach pressure and strength ● teach attention and accuracy ● Learn new tools - nail punchers, golf tees, hole punchers, wikki sticks, tracing trays, etc. 	<ul style="list-style-type: none"> ● Access trays and materials independently that meet a child's developmental ability. ● Shape, Letter and Number Punching ● Hole Punching ● Playdough with HWT laminated cards ● Wikki Stix with letter cards ● Sand Trays, Coffee tracing boxes ● Stencils ● Name cards (with pictures) ● Materials (Writing baskets/kits) throughout the classroom that support writing attempts through play and independent name writing ● Offer writing materials and props in Dramatic Play, Science and other areas of the classroom for children to record their ideas and use drawing and writing in context.
Practice pencil grip, posture and letter formation using letter strokes and actual letter symbols.	Model handwriting activities. Introduce and use HWT materials, stencils with lines, Sandpaper letters, Handwriting Practice Booklets, and other materials and handwriting activities. (see HWT TG p. 102-104)	Use mini-lessons to review use of handwriting activities Provide hand-over-hand guidance to support grip and proper letter formation.	
Begin independently writing first name.	Model using name card to copy first name. Talk about labeling all work with child's name. Use title case for names (first letter uppercase, the rest lower case)	Review with small groups of children finding one's name card and (maybe) using it as a model for independent writing (tracing, copying, etc.)	
Draw, Paint, Create, Talk and dictate to express themselves.	Introduce a variety of exploratory and representational art materials, techniques and activities - balancing process and product.	Listen to/Take dictation of children's descriptions of their work - drawings, art work, block structures, etc.	
Use writing across the classroom , integrated into play, to record work and ideas, and to practice new skills.	Introduce writing baskets/kits in individual areas of the classroom and how to use writing materials in each area (Orders in a restaurant?. An architect labeling building parts)	Review use of writing kits with small groups of students Provide mini-lessons and picture-word cards as needed to support writing in classroom areas	

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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

Core Competencies Children Will...	Whole Group Teachers will...	Small Group facilitated by teachers Teachers will...	Independent Centers and Shelf Work
Begin to do StoryTelling Story Acting with own stories	Model and support STSA. <ul style="list-style-type: none"> ● Model dictation & stage acting. ● Establish expectations & routines (per STSA Guide.) ● Act out stories the same day as dictation is taken with 2-3 children's stories. 	Encourage children to tell their own stories in small groups and at Group Share.	<ul style="list-style-type: none"> ● Take 2-3 individual students' dictation (act out stories the same day) ● Encourage children to access and explore a set of name cards ● New name games and name activities
Begin to use Journals to draw and label or dictate stories to accompany drawings	Introduce the use of Journals - Including routines for use (1 page, date, etc.), storage, model drawing, labeling, dictation. (See Journal Guide)	Work with small groups to support drawing and dictation of children's stories.	<ul style="list-style-type: none"> ● Journal storage space and writing/drawing materials ● Offer journaling experiences to all children
Share ideas with group by participating in KWL charting and group letter/message writing .	Use KWL charts and Message Writing to gather children's knowledge and wonderings. Intentionally model and notice writing and sound.	Model writing as you work with small groups who may not share in whole group to record children's ideas and language	<ul style="list-style-type: none"> ● Offer journaling/book making for children who want to write outside regular Journal time. ● Offer materials to write and send individual messages.
Continue to create classroom visuals - alphabet project.	Introduce new opportunities to make classroom signs/anchor charts - alphabet and/or number charts.	Support children in carefully creating environmental print, reminding them of the importance of clear print and the readers' needs.	<ul style="list-style-type: none"> ● Artistic opportunities to decorate letters and illustrate images for classroom alphabet, such as gluing gravel onto letter forms and painting images. ● Artistic opportunities to create number and set signs, as counting (1-5, or 1-10) is introduced.

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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
<p>Listen for and play with sounds particularly initial sounds and rhymes, children’s names..</p>	<p>Play with sounds through songs, chants, fingerplays, sound & first name games(i.e. Willaby-Wallaby, I Spy areas of room, building, materials w/phoneme clues, etc.)</p>	<p>Play games with small groups/individual children (I-spy, sound sorting with cards/objects, mystery bags)</p>	<ul style="list-style-type: none"> ● Access trays and materials at writing centers independently ● Spy, play with small objects
<p>Identify pictures and objects by initial sounds</p>	<p>Demonstrate I-Spy, Play the I-Spy game with small objects</p>	<p>(I-spy, sound sorting with cards/objects)</p>	<ul style="list-style-type: none"> ● Sound sorting games with pictures, objects ● Sound drawers
<p>Learn letter names & sounds.</p> <p>Connect phonemes with letter symbols.</p>	<p>Continue daily readings of Alphachants lapbook</p> <p>Review of Alphachants letter cards 3-5x week & incorporate into shelf/small group work.</p> <p>Continue introducing Sandpaper letters activities to writing center</p> <p>Continue playing with letter sounds and letter connections during whole group writing experiences</p>	<p>Introduce focus letter activities into writing center</p> <p>Introduce and play with 2-3 letters 3 using the Period Lesson</p> <p>Continue 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)</p>	<ul style="list-style-type: none"> ● 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. <p>Focus Letter Grouping (Alphachant order):</p> <p>msf hta cpl gre dkn voj bwi zyg xu</p>