

PRESCHOOL ELA PACING GUIDE OCTOBER

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

Essential Practices & Strategies	Domain(s)	Dosage & Duration	Outcomes <i>Children will...</i>
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>	Oral Language and Vocabulary Book Knowledge	<ul style="list-style-type: none"> • Daily Morning Meeting Routines • Read Alouds at least 1x daily, 10-20 minutes 	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.
Fine Motor, Drawing, and Writing <i>Fine Motor & Writing Center</i> <i>Art Studios & Sensory Opportunities</i> <i>Handwriting Without Tears</i>	Physical Development & the Mechanics of Writing Print Concepts	<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 	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.
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>	Writing - Text Types and Purposes Print Concepts	<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 	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.
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>	Phonological Awareness Phonics and Word Recognition	<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) 	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.

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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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<p align="center">Content Links & Background October</p> <p align="center">Change activities in the Writing, Fine Motor, Science, Dramatic Play, Art Centers to align with the Big Idea</p>			
<p><u>Building Blocks Math:</u></p> <p>Weeks 4-7</p> <ul style="list-style-type: none"> • Matching Shapes • Shape Recognition • Naming Familiar Shapes • Build Shapes • Rhythmic Patterns • Connecting Number Words to Quantities • Counting Objects to 5 • Making Groups of Objects • Comparing Quantities 	<p><u>Science:</u></p> <p>Seasonal Changes - Fall</p>	<p><u>Social Studies Options:</u></p> <p><i>All About Me</i></p> <p><i>Making Friends</i></p> <p><i>Community/Relationships</i></p> <p><i>Family</i></p>	<p><u>Social Emotional Learning:</u></p> <p>2nd Step Weeks 4 - 7</p> <p>Unit: 1 Skills for Learning</p> <ul style="list-style-type: none"> • Self-Talk (4) • Following Directions (5) • Asking for What You Need or Want (6) <p>Unit 2: Empathy</p> <ul style="list-style-type: none"> • Identifying Feelings (7)

Possible Topics	<p>Relationships in Community</p> <p>Family, School, Community Helpers</p> <p>Fall / Seasonal Change</p>
Big Ideas	<ul style="list-style-type: none"> • People are alike and different. • People in communities help each other. • People do different jobs. • We live and work together in a community. • In the fall people harvest food. • In the fall the weather begins to change.

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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
Access and gain information Morning Message	Explicit Presentation of Morning Message. Read and point, followed by choral reading.	Reference and revisit Morning Message throughout the day, particularly as questions about the day emerge.	<ul style="list-style-type: none"> ● Revisit shared books, using the pictures to retell stories and point to important images. ● Explore new books by taking their own Picture Walks. ● Encourage children to ask who, how and why questions throughout the day (ex. Why did the tower fall down? How could I make it stronger?) ● Play provocations that align with content from storybooks. Invite children to use language from storybook during their play ● Look at and read books through out the classroom and to use them as inspiration for their play and artistic endeavours. ● Access and revisit Morning Message
Begin to answer who, why and how questions during interactive Read Alouds and group times.	Use interactive Read Alouds of patterned high interest/low storybooks (i.e. <u>The Giant Turnip</u>) to ask text-based who, how and why questions.	Read with children individually and/or in small groups in the Book Area, engaging in active discussions, with open-ended questions, such as how and why questions.	
Identify pictures and text, using key vocabulary from books.	Facilitate interactive Picture Walks of books, pointing to images that help tell the story.	In small group/individual book reading, trace finger along text on page while reading. Ask children to point to essential pictures or characters in the story.	
Learn to how to use and care for books across the classroom.	Introduce book baskets and book displays that live in other areas of the classroom.	Demonstrate how to use books for inspiration, or as a resource in different areas. Model returning the book to where it was displayed/stored.	
Use oral language to share ideas and information with others, within classroom contexts.	Demonstrate and practice listening to the question/prompt, responding on topic, facing the group, projecting voice.	Model and practice conventions of social discourse - body orientation, eye contact, and audible voice.	

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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 <i>Children Will...</i>	Whole Group <i>Teachers will...</i>	Small Group facilitated by teachers <i>Teachers will...</i>	Independent Centers and Shelf Work
Build upper body strength and fine motor control .	<p>Introduce Writing Center and how to access materials independently. Carrying, care of materials, clean up.</p> <p>Introduce and model intentional use Bilateral (2-handed) & Hand-Eye Coordination tray work.</p>	<p>Use mini-lessons to review use of writing center and fine motor tray activities to:</p> <ul style="list-style-type: none"> ● teach coordination of 2 hands ● helping/holding hand ● Learn tool use - scissors, beads, glue, envelopes 	<ul style="list-style-type: none"> ● Access trays independently at the writing and fine motor centers that meet and progress their developmental ability. ● Offer painting and other mark-making work at easels and other verticle surfaces.
Draw, paint, talk and dictate to express themselves.	<p>Model drawing a person in front of the whole group. (see HWT TG p. 38-41)</p> <p>Create and label a drawing (maybe of a family), maybe adding dictation.</p> <p>Model collaborative dictation, such as telling and recording the "Story of the Day", recapping the day's events.</p>	<p>Listen to and take dictation of children's descriptions of their drawings.</p> <p>Take photos of children's work and record their narration about their work.</p>	<ul style="list-style-type: none"> ● Tearing and gluing collage experiences (on vertical surfaces) ● Add colored pencils, scissors, cutting strips and small envelopes to the writing center. Invite children to use materials to express themselves and show their ideas.
Explore lines and shapes to draw people and form letters.	<p>Introduce Mat Man and the HWT wooden pieces. (see HWT TG p. 83-101)</p>	<p>Create and record Mat Man and other forms and representations, using the HWT wooden pieces.</p> <p>Offer artistic opportunities for children to create name sings, classroom signs, alphabet (tracing or filling lines and shapes)</p> <p>Pre-stroke "handwriting" practice.</p>	<ul style="list-style-type: none"> ● Beading - on feathers, on binder rings, on pipe cleaners, etc. ● Cutting strips with tiny envelopes ● Draw self and others - using lines and circles
Explore and manipulate resistant molding and modeling materials to create intentional forms and develop hand strength	<p>Introduce new sensory materials, demonstrating how to stretch, roll, and form lines and shapes, with each material.</p>	<p>Re-teach/reinforce rolling and stretching techniques, as needed.</p>	<ul style="list-style-type: none"> ● Opportunities to explore HWT wooden pieces ● Create classroom signs by gluing gravel onto letters, using dot markers to fill cut out letters, etc.

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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 Story Acting from familiar texts , during group Read Aloud times.	Use familiar, favorite and repetitive texts to introduce story acting . Teach children to recognize and name essential characters . Teach children routines and behaviors for acting, acting turns, and audience participation.	Work with small groups of children to act out familiar texts, co-planning with the children the roles and actions.	<ul style="list-style-type: none"> ● Act out/retell familiar stories in dramatic play, or with puppets, felt boards characters, velcro boards, book blocks, or other props. ● Invite children to access and explore name cards throughout the room ● Put names of block structures to label work
Practice visually recognizing first name in print , perhaps just by first letter.	Play games with printed name cards , highlighting first name and the shape of the first letter.	Play games with name cards (matching games w/ and w/out photos). Use name cards as reference for writing name	<ul style="list-style-type: none"> ● Find seat at meeting by finding name card ● Reference signs and charts, as needed
Express ideas to be recorded by a teacher. Notice that words and ideas can be recorded in images and print .	Write down or draw children's ideas and language, take surveys of preferences and opinions (i.e. recording the day's' events, making a list, making group charts).	Model writing as you take notes about a child or small group of children Work with small groups who may not share in whole group to record children's ideas and language	<ul style="list-style-type: none"> ● Participate in creating classroom signs ● Encourage children to read the Class Books in the Book Area. ● Invite children to make their own small books in the Writing Center. ● Encourage children to refer to displayed writing and drawing from whole group and small group settings.
Begin to recognize and read environmental print , through participation in creating charts and signs	Highlight classroom and school environmental print , making connections with students' prior knowledge. Introduce new sign making (alphabet) activities.	Play small group games with classroom and school environmental print. Invite children to make and decorate classroom signs and environmental print. Start a classroom alphabet project.	<ul style="list-style-type: none"> ● Provide simple surveys for children to use with peers.

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Participate in the creation of classroom books based on simple, repetitive books or children’s experiences.	Introduce children to the concept of making books . Model how to make a page of a group book. Read and share the classroom books during Read Aloud.	Support children in the Writing Area to make their page of the class book.	<ul style="list-style-type: none"> Encourage children to ask peers about their work and listen to one another’s answers. Practice cutting and writing at cutting strip and small envelope activity.
Begin to explore the idea of making and sending messages .	Demonstrate cutting strip activities, in which children place cut pieces into tiny envelopes to take home or give to someone .	Support children in learning how to cut, tuck, and write on an envelope.	

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

*Dosage: Daily Practice at meeting time, 2-4x week small group with teacher,
Daily access & practice via centers/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 and rhymes, children’s names	Play with sounds through songs, chants, fingerplays, sound & first name games (Willoughby-Wallaby, I SPY w/phoneme clues of room or building)	Play games with small groups/individual children	<ul style="list-style-type: none"> Current and previously taught lapbooks available for independent reading Items in the block, dramatic play, sensory table, art, and writing center inspire conversation and initial sound play Sound-letter connection games Materials for drawing and writing across areas Sandpaper letters, sand trays, rubbings. <p>Focus Letter Groupings (Alphachant order): msf hta cpl gre dkn voj bwi zyq xu</p>
Develop an awareness of the initial sounds of objects and pictures	Emphasize initial sounds of objects and vocabulary that emerge or are part of Big Idea studies	Introduce I-Spy Game Memory game with picture cards Places Scenes play Introduce focus letter (same sound) items into writing center	
Be introduced letter symbols <u>Mid to late October</u> Begin to make connection between singular letters and their sounds, and objects & pictures .	Begin daily readings of Alphachants lapbook, pointing out upper and lower case letters Introduce Sandpaper Letters Review of Alphachants letter cards 3-5x week & incorporate into shelf/small group work.	Introduce Sandpaper letters Sand trays & extensions Play games with <u>focus on letter</u> being introduced and previous letters learned. <u>Mid to late October</u> Play games to encourage <u>letter names and sound connection</u> using pictures or objects.	