

PRESCHOOL ELA PACING GUIDE SEPTEMBER

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. 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 practice via centers and shelf work (open 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</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 practice via centers and shelf work (open 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 & 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"> • Daily practice via meeting time • 2-4x week small group with teacher • Daily practice via centers and shelf work (open 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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| <p align="center">Content Links & Background Knowledge September</p> <p align="center">Change activities in the Writing, Fine Motor, Science, Dramatic Play, Art Centers to align with the Big Idea</p> | | | |
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| <p><u>Building Blocks Math:</u> Weeks: 1- 3</p> <ul style="list-style-type: none"> ● <i>Exploring Manipulatives</i> ● <i>Sorting, Grouping</i> ● <i>Counting Objects</i> ● <i>Oral Counting</i> ● <i>Subitizing up to 3</i> ● <i>Rhythmic Patterns</i> | <p><u>Science:</u> Color Mixing</p> | <p><u>Social Studies Options:</u> Building Classroom Community</p> | <p><u>Social Emotional Learning:</u> 2nd Step Weeks 1 - 3 Unit 1: Skills for Learning</p> <ul style="list-style-type: none"> ● <i>Welcoming (1)</i> ● <i>Listening (2)</i> ● <i>Focusing Attention (3)</i> |

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|------------------------|--|
| Possible Topics | <p>Creating Classroom Community</p> <p>Colors/Feelings</p> <p>All About Me</p> <p>Who Is In My Family</p> |
| Big Ideas | <p>I am part of a group who cares about me.</p> <p>People can have big feelings.</p> <p>There are colors all around us.</p> <p>There are many ways to make a family.</p> |

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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,</i> <i>Daily access & practice via centers and shelf work (minimum 60 mins/day)</i> | | | |
|--|--|---|--|
| 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 |
| Participate in Morning Meeting routines , and the development of classroom agreements and expectations. | Introduce children to norms and routines about how to verbally share information - sit, listen, raise hand, share. | Practice taking turns to speak and share play ideas and stories about their lives. | <ul style="list-style-type: none"> ● Low Text/High Interest books in book area. ● Simple pictures with words <ul style="list-style-type: none"> ● Pictures of children with their names ● Pictures of families ● Labels on shelves ● Color words on paint cups ● Choice Board with pictures and words ● Expectation Posters (i.e. How to stand in line) with a photo and words ● Classroom Sign-making station ● Class book making activities ● Practice conversations at breakfast and snack ● “Librarian” job - care of book area |
| Actively attend during short Interactive Read Aloud times. | Use interactive read alouds to familiarize children with the routine of sitting on the rug, listening to the story and implementing a method of interaction. | Read aloud to children in small groups, reinforcing the whole group routine. | |
| Identify pictures and text in a story. | Model a picture walk of a book, modeling pointing to images to tell a story. | Re-read a book to a small group engaging in picture walks. | |
| Learn how to handle books (carrying, opening, turning pages, putting away); and other classroom materials. | Explicit presentation of book handling skills, caring for books, and the book area or classroom library agreements. Provide explicit presentation for all new materials, routines, areas and experiences. | Model and practice book handling skills. Model, remind and reinforce new routines, practices, and experiences. | |
| Develop school and classroom based vocabulary . | Introduce relevant vocabulary related to routines, areas of the classroom, materials and their use, and the broader school environment. | Provide picture cards and vocab cards for areas of the room. Make area signs for the classroom, with the children. | |
| Make and interact with class books (to reinforce community, routines, etc.) | Use children’s names, photos, experiences, discussions, drawings etc. to illustrate and write classroom books. | Support children making pages of a book via drawing and dictation. | |

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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 |
|--|---|--|---|
| <p>Navigate areas of the classroom that encourage drawing and fine motor development.</p> | <p>Introduce fine motor center, art studio, and sensory table - and how to access materials independently. Carrying, care of materials, clean up.</p> | <p>Demonstrate and support children’s initial experiences with materials especially taking out, care of materials and processes, putting away.</p> | <ul style="list-style-type: none"> ● Opportunities to choose materials from shelves or engage with materials on tables. ● Vertical work on the easel and/or walls |
| <p>Explore materials that build upper body strength and fine motor control</p> | <p>Explicit presentation of fine motor activities and tools including:</p> <ul style="list-style-type: none"> ● pincer grip and transfer (FM center) ● vertical surface work (Art Studio/easel) ● scooping, pouring transfer (Sensory Table) ● | <p>Demonstrate and support children’s experiences with materials, directly teaching and demonstrating form, directionality and grip, when needed.</p> <p>Observe children’s experiences to inform instructional interactions..</p> | <ul style="list-style-type: none"> ● Open easel painting ● Tracing/creating vertical lines, horizontal lines and circles ● Crayons, pencils and various size paper ● Transfer Activities - hullers, tongs, chopsticks, eye droppers, etc. |
| <p>Practice Mark-making and Drawing to express themselves.</p> | <p>Explicit presentation of mark-making materials and tools.</p> <p>Demonstrations and discussion about how to make certain marks, such as a vertical line, horizontal line, or round shape.</p> | <p>Offer and support open-ended opportunities to practice mark-making and drawing at the writing center.</p> <p>Demonstrate and offer practice of lines, shapes, and simple forms, or provide verbal cues and support.</p> | <ul style="list-style-type: none"> ● Sand, water, gravel experiences of scooping, pouring, transferring |

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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 |
|--|--|---|---|
| <p>Share information/ tell stories about family news, what they had for dinner, in a simple predictable format.</p> | <p>Establish routines for sharing.</p> <p>Invite children to share something once a week as part of group time.</p> | <p>Facilitate small group conversations during play, centers, mealtimes, etc.</p> | <ul style="list-style-type: none"> ● Page templates for class books ● Class set of name cards with pictures ● Children’s picture memory game ● Opportunities to talk about work ● Access charts, schedules, environmental print ● Artistic opportunities to create area signs (block area, DP, Art Studio, etc.), such as filling in bubble letters or decorating cut out letters with dot markers, tearing and gluing work, peeling and sticking, etc. |
| <p>Demonstrate an interest and understanding that words can be read and that pictures and words convey meaning.</p> <p>Notice that words and ideas can be recorded in print and images.</p> | <p>Record children’s words through writing and images.</p> <p>Create and read Class Books - start with a book about names or routines.</p> <p>Highlight environmental print.</p> <p>Point to text as it is read on visual daily schedule, morning message, environmental print, group stories.</p> | <p>Reference charts, such as the schedule, to answer children’s questions and remind them of routines.</p> <p>Co-create signs or labels in the classroom (area signs, alphabet, number chart).</p> <p>Support participation in the making of class books.</p> | |
| <p>Talk about their work with peers and teachers (as teachers take dictation).</p> | <p>Invite children to share choice time learning, discoveries, successes at group meeting.</p> | <p>Observe, ask, listen, record (take photos, along with dictation).</p> | |
| <p>Visually recognize first name in print, perhaps just by first letter.</p> | <p>Reference name labels, and use names sticks/cards to select turns at meeting.</p> <p>Play games with printed names, highlighting name and shape of first letter.</p> | <p>Play games such as concentration, matching games with photos, and knock knock with names.</p> <p>Introduce name tracing, copying, during free drawing/writing.</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 |
|---|---|--|--|
| Sing-along to songs and/or imitate hand gestures and body movements. | Use songs , chants and finger-plays as tools to introduce routines , language, peers' names and play with sounds. | Play listening games Play I Spy with objects in the room | <ul style="list-style-type: none"> ● Listening center songs, chants, etc, that focus on sound, rhyme, alliteration, etc. ● Name games ● Matching cards/memory game with objects. ● Matching cards/memory game with letters. ● Letters in sensory table with corresponding objects. ● Magnetic letter play ● Sign making |
| Develop an awareness of initial sounds of children's names . | Emphasize the first letter of children's names . "If your name begins with /p/ (sound of letter)...." | Play matching and "Can you find...." games with children's names. | |
| Develop an awareness of the initial sounds of objects and pictures | Emphasize initial sounds of objects and vocabulary that emerge as part of the first weeks of school. | Matching games, lotto with picture cards | |
| Become aware of posted alphabet with initial sound pictures | Sing the ABC song and point out letters | Memory game with alphabet cards. Make a group alphabet to hang up. | |
| Develop an awareness that words are made up of sounds and sentences are made up of words | Emphasize sounds when publically writing words and emphasize words when reading sentences in morning message. | Emphasize sounds and words as you take dictation or label children's pictures. | |