

SEE EVERY CHILD CURRICULUM TRAJECTORY 2021-2022

SEE Curriculum Trajectory	September	October	November	December	January	February	March	April	May/June	July/August
Projects and Big Ideas	Projects and Big Ideas	Projects and Big Ideas	Projects and Big Ideas	Projects and Big Ideas	Projects and Big Ideas	Projects and Big Ideas	Projects and Big Ideas	Projects and Big Ideas	Projects and Big Ideas	Possible Topics and Big Ideas
Projects	<i>Building Classroom Community, Feelings/Friendship</i> Big Idea Guide: Me and My Friends: Community and Relationships	<i>Relationships - Families & Communities</i> Seasonal Change Big Idea Guides: Families, Community and Relationships	<i>Family Traditions</i> Transportation / Forces & Motions Big Idea Guides: Families, Forces and Motion, Transportation	<i>Stories Can Be Told in Different Ways</i> Seasonal Changes/Clothing Big Idea Guides: Stories Told in Different Ways	<i>Seasonal Study/Animals</i> Civil Rights Then and Now Big Idea Guides: Civil Rights Then and Now, Healthy Living, Birds	<i>Light and Shadow</i> Kindness & Fairness Big Idea Guides: Light and Shadow, Kindness and Fairness	<i>Emergent Projects</i> Kindness & Fairness Big Idea Guides: Music and Sound, Weather, Biblics, Kindness and Fairness	<i>WOC - Kindness & Fairness</i> Change Makers Planting, Growing, Changing Life Cycles, Animals Big Idea Guides: Growing and Changing, Birds, Changemakers	<i>Planting, Growing, Changing</i> Life Cycles Getting Ready for Reflection/Celebration Big Idea Guides: Growing and Changing, Changemakers	<i>Exploring and Respecting Nature</i> Insect Study Working and Playing in Our Community Big Idea Guides: Birds, Community and Relationships, Me and My Friends
Big Ideas	<i>Who am I? How do I make friends? I am part of a group. I have feelings and my friends do too.</i>	<i>How are we alike? How are we different? How do we work together? Over time things change.</i>	<i>How do things move? Families do special things together.</i>	<i>How does change (weather/setting) change what we do (how we dress or tell a story)?</i>	<i>How do people and animals stay warm, healthy and safe in cold weather? What makes things fair?</i>	<i>How does light reflect and absorb? How do people communicate without speaking?</i>	<i>(What big ideas have your children been pondering . . .)</i>	<i>What does it mean to be kind? How do you know if something is fair? How do people make change?</i>	<i>Living things grow and change - How have I grown and changed?</i>	<i>How do people and animals interact with their natural environment?</i>

ABE Goals and Outcomes	September	October	November	December	January	February	March	April	May/June	July/August	
Anti-Bias Education	Anti-Bias Education	Anti-Bias Education	Anti-Bias Education	Anti-Bias Education	Anti-Bias Education	Anti-Bias Education	Anti-Bias Education	Anti-Bias Education	Anti-Bias Education	Anti-Bias Education	
4 Principles: Identity, Diversity, Justice, Action	I know and like who I am and can talk about my family and myself and name some of my group identities. I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.		I can describe some things that I am similar to and different from people who share my identities and those who have other identities. I find it interesting that groups of people believe different things and live their lives in different ways.		I know that life is easier for some people and harder for others and the rights for them are not always fair.		I know about people who help stop unfairness and work to make life better for many people. I know about ways to speak up together.		I will say something or tell an adult if someone is being hurtful, and will do my part to be kind. I will speak up or do something when I see unfairness. I will work with others to make change.		I know that all my group identities are part of me—but that I am always ALL me.
Developmental Expectations Children will...	Demonstrate self-awareness, confidence, family pride, and positive social identities		Express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections		Increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts		Increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts		Demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions		Demonstrate self-awareness, confidence, family pride, and positive social identities

Building Blocks	September	October	November	December	January	February	March	April	May/June	July/August	
Mathematical Thinking	Mathematical Thinking	Mathematical Thinking	Mathematical Thinking	Mathematical Thinking	Mathematical Thinking	Mathematical Thinking	Mathematical Thinking	Mathematical Thinking	Mathematical Thinking	Mathematical Thinking	
Math Objectives Children will...	Become familiar with using manipulatives to count and sort Begin practice with counting verbally	Counting verbally Recognize and make groups of up to 5 Subitize Name familiar shapes and match congruent shapes	Count verbally Subitize Recognize and build familiar shapes +1 correspondence Compare two groups	Name and describe familiar shapes Compare two groups Produce small number of actions Recognize numerals and the quantities they represent	Order numbers and lengths Identify and match shapes Find and describe shapes in their environment Understand the "plus 1" pattern in counting sequence	Recognize, duplicate and extend patterns Counting beyond 10 Name the number of objects in a group up to 3 Produce a certain number of objects up to 3 Comparing by counting Recognize and name a variety of shapes	Recognize, duplicate and extend patterns Order numbers and lengths Measure by placing units of length end to end Order numbers and lengths Add and subtract small numbers Count to 10 and beyond focusing on identifying numbers before and after	Directly compare amounts using words like longer, bigger and smaller Order numbers and lengths Measure by placing units of length end to end Order numbers and lengths Add and subtract small numbers Count to 10 and beyond focusing on identifying numbers before and after	Count to and back from 10 and beyond Identify and match shapes Compose shapes to make pictures and designs Add and subtract small numbers Quickly recognize the sum of 2 small groups	Add and subtract small numbers Quickly recognize the sum of small groups Compose shapes to make pictures and designs Compose shapes to make new shapes Describe shapes in terms of attributes Compose numbers	Review subitizing, counting verbally, ordering, describing and composing shapes, and adding and subtracting small numbers Explore manipulatives for counting and sorting
Math Throughout the Year and Key Strategies	Introduce math manipulatives and counters Introduce the Counting Wand, Counting Jar	Counting Wand, I See Numbers, Counting Jar, Simon Says Numbers, Dough Shapes, Foam Puzzles, Mask Incorporation at Snack Time	Simon Says Numbers, Shape Hunt, Pointing out Numerals, Set the Table, Numeral Hunt, Numerals Everyday	Counting Jar, Shape Walk, Counting Everyday, Numerals Everyday, Name Faces on Blocks, Clean Up - Pick a Number, Count Motions	Clean Up, Numerals Everyday, Counting Jar, Shape Walk, Guessing Bag, Shape Blocks, Clothes Patterns, Creative Patterns, People Patterns	Clothes Patterns, Pattern Wall, People Patterns, Counting Jar, Numerals Everyday, Shape Walk, Counting Wand	Compare Length & Weight, Line Up by Height, Sense of Time, Weigh Blocks, Measure Capacities, How Many Seconds?	Line up by Height, Weigh Blocks, Measure Capacities, Counting Jar, Estimating Jar, Snack Time, Line Up-Who's First? How Many Seconds?	Estimating Jar, Snack Time, I Spy (Properties/Attributes), Tape Shapes, Line up-Who's First?, I'm Thinking of a Number, Monsters and Raisins	Incorporate math practices into Curriculum Big Ideas and child interests	

Science and Engineering: Next Generation Science Standards (NGSS- Practices)	September	October	November	December	January	February	March	April	May/June	July/August
Science and Engineering	Science and Engineering	Science and Engineering	Science and Engineering	Science and Engineering	Science and Engineering	Science and Engineering	Science and Engineering	Science and Engineering	Science and Engineering	Science and Engineering

Science and Engineering Practices: 1. Asking questions and defining problems 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using computational thinking 6. Constructing explanations and designing solutions 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information	Introduce an inquiry cycle: Focus on practices 1, 3, and 8	Continue to engage in inquiry cycle, focusing on practices 1 (asking questions), 3 (planning and carrying out investigations), and 8 (obtaining, evaluating, and communicating information)	Continue to engage in inquiry cycle, focusing on practices 1 (asking questions), 3 (planning and carrying out investigations), and 8 (obtaining, evaluating, and communicating information)	Continue to engage in inquiry cycle, focusing on practices 1 (asking questions), 3 (planning and carrying out investigations), and 8 (obtaining, evaluating, and communicating information)	Continue to engage in inquiry cycle, focusing on practices 1 (asking questions), 3 (planning and carrying out investigations), and 8 (obtaining, evaluating, and communicating information)	Continue to engage in inquiry cycle, focusing on practices 1 (asking questions), 3 (planning and carrying out investigations), and 8 (obtaining, evaluating, and communicating information)	Continue to engage in inquiry cycle, focusing on practices 1 (asking questions), 3 (planning and carrying out investigations), and 8 (obtaining, evaluating, and communicating information)	Continue to engage in inquiry cycle, focusing on practices 1 (asking questions), 3 (planning and carrying out investigations), and 8 (obtaining, evaluating, and communicating information)	Continue to engage in inquiry cycle, focusing on practices 1 (asking questions), 3 (planning and carrying out investigations), and 8 (obtaining, evaluating, and communicating information)	Continue to engage in inquiry cycle, focusing on practices 1 (asking questions), 3 (planning and carrying out investigations), and 8 (obtaining, evaluating, and communicating information)
Me and My Friends Practice 4: Discuss the terms alike and different, make observations about plants, animals, and people when seasons change. Practice 6: Investigate physical characteristics, cultural ways of being and emotions, practice describing yourself by focusing on different components of your identity.	Practice 6: Discuss the terms alike and different, make observations about plants, animals, and people when seasons change. Practice 6: Investigate physical characteristics, cultural ways of being and emotions, practice describing yourself by focusing on different components of your identity.	Seasonal Change Practice 6: Investigate what seasonal change occurs, explore what happens to plants, animals, and people when seasons change. Practice 4: Explore why communities are different or alike. How does where people live affect their community?	Transportation Force and Motion Practice 1: Explore how things move and ask questions about how machines or vehicles work. Practice 2: Create models of machines or vehicles using different media, make connections between models and real life. Practice 3: Investigate how different machines and vehicles help people, investigate properties of physics through play and experimentation. Seasonal Change Practice 8: Make observations about different seasons, describe what each season looks and feels like in a variety of ways.	Force and Motion Practice 5: Discuss force and motion with comparative language like faster, slower, stronger, weaker, and find ways to measure them. Practice 6: Practice problem solving by using force and motion to complete simple tasks. Seasonal Change Practice 8: Make observations about different seasons, describe what each season looks and feels like in a variety of ways.	Animal Study Practice 1: Investigate how animals get what they need to survive from their environment. Practice 8: Observe different animals and record information about appearance and behavior; share this information with others. Our Bodies Practice 7: Explore what humans need to be healthy and explain the different ways in which people can stay healthy	Light, Dark, Shadow and Reflection Practice 3: Investigate how light and shadows move. Discuss how time of day affects lights and shadows outdoors or how they can be manipulated indoors. Practice 7: Explore how light interacts with and reflects off of different materials. Make predictions about which materials will reflect most and least and explain.	Weather Practice 8: Explore how weather changes by tracking temperature and precipitation. Collect data about weather and communicate findings. Practice 5: Utilize comparative math language when discussing weather by incorporating words such as more, less, warmer and colder. Music & Sound Practice 3: Investigate how sounds are made and how we can manipulate sounds, such as making pitch higher or lower or making volume louder or softer. Practice 2: Build musical instruments modeled after existing instruments and explore how they vibrate to create sound.	Life Cycles Practice 8: Investigate the life cycles of different plants and animals and explain how they change over time. Animal Study Practice 1: Ask questions about how animals look, what they eat, or how they interact with one another. Investigate these questions about how they live and make connections from their lives to ours.	Planting, Growing, Changing Practice 6: Investigate what different plants and animals need to live. Explain how their growth is the same as or different from ours. Practice 4: Explore physical growth with measurement and mathematical comparison. Find creative ways to measure and compare the growth of people, plants and animals.	Exploring and Respecting Nature Practice 2: Investigate what it means to recycle and to be environmentally friendly. Find ways that you can recycle and learn about other ways to help your local environment. Insect Study Practice 7: Explore what insects are and how they are alike and different from other kinds of animals. Practice 2: Make models of insects from a variety of materials. Discuss what they look like and how their appearance relates to how and where they live.
Scientific Thinking Concepts	PreK-ESS-2(1MA). Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature. PreK-ESS-2(MA). Use evidence from the local environment to explain how familiar plants and animals meet their needs where they live.	PreK-ESS-2(1MA). Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature. PreK-ESS-2(MA). Use evidence from the local environment to explain how familiar plants and animals meet their needs where they live.	PreK-PS-1 (MA). Using evidence, discuss ideas about what is making something move the way it does and how some movements can be controlled. PreK-ESS-2 (MA). Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes. PreK-PS-2 (MA). Through experience, develop awareness of factors that influence whether things stand or fall.	K-PS-1. Compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. PreK-ESS-2 (MA). Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes. PreK-PS-2 (MA). Through experience, develop awareness of factors that influence whether things stand or fall.	Pre-K-LS1-1 (MA). Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts. K-LS1-1. Observe and communicate that animals (including humans) and plants need food, water, and air to survive. Animals get food from plants or other animals. Plants make their own food and need light to live and grow.	PreK-ESS-2 (MA). Observe and classify non-living materials, natural and human made, in the local environment. PreK-PS-2 (MA). Connect daily experience and investigations to demonstrate the relationships between the size and shape of shadows, the objects creating the shadow, and the light source.	K-ESS-2. Obtain and use information about weather forecasting to prepare for, and respond to, different types of local weather. PreK-PS-4 (MA). Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.	PK-LS2-3 (MA). Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs. PreK-ESS-1 (MA). Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things.	K-LS1-2 (MA) Recognize that all plants and animals grow and change over time. PK-LS2 (MA). Use evidence from the local environment to explain how familiar plants and animals meet their needs where they live.	K-ESS-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment. K-ESS-3. Communicate solutions to reduce the amount of natural resources an individual uses.

Second Step	September	October	November	December	January	February	March	April	May/June	July/August	
Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	Social Emotional Learning	
Unit	Skills Learning										
Social Emotional Objectives Children will...	Greet someone with their name, be able to show someone new around the classroom, demonstrate listening rules, focus	Use self talk when playing a game, Listen and follow directions during activities, ask for what they need or want	Identify happy, sad, surprised and scared, identify how they or others feel in different scenarios, identify mad/angry	Compare what is the same and what is different and identify whether they feel the same or different as someone else, identify when something happens by accident, demonstrate saying something kind to others and helping behaviors	Identify worry and identify an adult to talk to when they feel worried, recognize when they or others are frustrated and demonstrate saying "stop," name their feelings and demonstrate how to calm down in response to scenarios	Demonstrate belly breathing and calming down steps, demonstrate relaxing their bodies, tell the difference between ways to express anger that are okay and that are not okay, demonstrate waiting by counting	Demonstrate asking to play together, trade, or take turns, demonstrate using fair ways to play, identify how they feel when others do/ do not play fairly, name ways they have fun with friends, demonstrate how to use inviting language and inviting others to play during a game	Come up with lots of ideas for play, identify positive ways to join in, demonstrate calming down and saying the problem, use words to describe problems presented in scenarios, think of solutions to a problem	Demonstrate speaking up assertively in response to different scenarios, demonstrate listening rules and focusing attention, listen and use self talk during an activity, identify the feelings learning in the Second Step program when presented with facial cues, demonstrate the Fair Ways to Play and the Calming Down Steps in response to scenarios, demonstrate inviting others to play and asking to join in play	Transitioning to Kindergarten	Social Emotional Learning
Weekly Themes	Welcoming, listening, focusing attention	Self-talk, following directions, asking for what you need or want	Identifying feelings, identifying anger	Same or different feelings, accidents, caring and helping	We feel feelings in our bodies, strong feelings, naming feelings	Managing disappointment, managing anger, managing waiting	Fair ways to play, having fun with friends, inviting to play	Joining in with play, saying the problem, thinking of solutions	Speaking assertively, learning in kindergarten, riding the kindergarten bus, making new friends in kindergarten		

Somerville Early Education Essential Literacy Practices	September	October	November	December	January	February	March	April	May/June	July/August
Oral Language & Concept Development	Oral Language & Concept Development	Oral Language & Concept Development	Oral Language & Concept Development	Oral Language & Concept Development	Oral Language & Concept Development	Oral Language & Concept Development	Oral Language & Concept Development	Oral Language & Concept Development	Oral Language & Concept Development	Oral Language & Concept Development
Foundational Routines and Meeting Discussions	Morning Meeting Routines (Greetings, Name Games) Develop Classroom Agreements and Routines	Simple structured sharing (Do you prefer water, juice or milk?) Read/Review Morning Message Foster discussion	Add Group Games & Learning Activities to Morning Meeting Introduce KW(L) charts & Surface Big Ideas	Add Sharing with Questions and Comments to Morning Meeting	Add group surveys, planning/learning webs, content discussions, problem-solving discussions, etc. Use turn-and-talk strategies	Add group surveys, planning/learning webs, content discussions, problem-solving discussions, etc. Use turn-and-talk strategies	Add sharing and revisiting of student work, classroom explorations and documentation. Teach children to revisit, provide feedback and revise work based on feedback.			
Read Alouds (CROWD)	Begin read-aloud routines (low text/high interest) Teach and practice caring for books	Read patterned cumulative books (i.e. The Giant Turnip, The Little Old Lady) Make and read class books	CROWD Strategies with a focus on sequencing and predictions	CROWD Strategies with a focus on comparing and contrasting similar stories	Big Book & other Shared Reading Experiences-Interacting with Text CROWD Strategies	Informational / Non-fiction Text - using CROWD Strategies Interact with Song Charts	Poetry --- Rhyming (and rhythm) and interact with Poem Charts Student-made Books and Charts			
Small Group Discourse	Provide Explicit Presentations for classroom routines and materials	Practice conventions of speech - facing others, turn-taking, etc.	Practice language to plan, enter and sustain play Supply, integrate and reinforce Big Idea vocabulary in play	Engage children in extended, reciprocal discourse (teacher-child, child-child, and more) Continue to engage children in rich back-and-forth discourse with teachers and with one another	Ask open-ended questions to provoke higher level thinking - prompt children to retell, summarize, analyze, apply knowledge, wonder, theorize, and more. Continue to engage children in rich back-and-forth discourse with teachers and with one another	Ask open-ended questions to provoke higher level thinking - prompt children to retell, summarize, analyze, apply knowledge, wonder, theorize, and more. Continue to engage children in rich back-and-forth discourse with teachers and with one another.				
Vocabulary & Concepts	Emphasize school-based vocabulary - classroom areas, behaviors, community building, jobs, etc.	Emphasize social language & conversation norms - listening, signaling, key phrases: "Excuse me," "May I...," "Thank you," etc.	Supply, integrate and reinforce targeted (Big Idea) vocabulary throughout classroom experiences and areas	Teach content-based vocabulary and concepts (i.e. same/different, similar/unique) as you share guided discoveries of new activities, read text, and facilitate group discourse about current content			Teach content-based vocabulary and concepts (i.e. same/different, similar/unique) as you share guided discoveries of new activities, read text, and facilitate group discourse about current content.			

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Fine Motor, Drawing & Writing	Fine Motor, Drawing & Writing	Fine Motor, Drawing & Writing	Fine Motor, Drawing & Writing	Fine Motor, Drawing & Writing	Fine Motor, Drawing & Writing	Fine Motor, Drawing & Writing	Fine Motor, Drawing & Writing	Fine Motor, Drawing & Writing	Fine Motor, Drawing & Writing	Fine Motor, Drawing & Writing	
Fine Motor Center	Introduce the Fine Motor Center - Transfer and Pinching (hulsters, chopsticks, eye droppers, etc.) - left-to-right, sorting	Bilateral Hand-Eye Work - beading, threading, tearing, cutting, nuts and bolts	Strength & Hand-Eye Coordination - Nail Punching (Shapes, First Letter of Name), pulling, and forming	Letter, Number, Shape Tracing (sand/collee) Name tracing with name cards	Observational drawing		Every 3-6 weeks add/change some activities, offering a variety of revolving tasks, related to Big Idea and children's fine motor needs and interests (nuts & bolts, sewing, etc.)				
Writing Center	Introduce and open Free Drawing and Mark-making materials- crayons, pencils and various size paper	Open Writing Center - Introduce new materials and Name Cards	Add Name Building Games (clothes pins, letter matching) Add Writing	Invite Open Use of Journals	Document Own Work & Group Work - children draw/write to record work	Message Centers - Materials to create messages (envelopes, rolled strips of paper, word cards - to, from, love, etc.)		Drawing & writing around the room Mini Books	Scientific Drawing and Labeling - shift towards independent journal writing and invented spelling		
Art/Sensory Areas	Introduce and open the Art Center - vertical work - easel painting Sensory - Molding and Modeling Materials - Gak, Playdough, Clay	Introduce and experiment with art materials - tearing, cutting, gluing, collage, etc. Create names (classroom signs, alphabet charts) Sensory - Molding and Modeling Materials - Gak, Playdough, Clay	Provide creative opportunities for representational and exploratory art. Balance process and product experiences. Introduce new techniques and materials, such as watercolors, crayon resist, printmaking, etc.	Provide creative opportunities for representational and exploratory art. Balance process and product experiences. Introduce new techniques and materials, such as watercolors, crayon resist, printmaking, etc.	Use HWT Teacher Guide- introduce new letters and offer handwriting practice. Integrate and creating novel ways for children to practice letter formation (Handwriting Practice Booklets, mini books, nail punching, painting, sign-making, wet-dry-try, letter direction song, tracing trays, etc.)	Use HWT Teacher Guide- introduce new letters and offer handwriting practice. Integrate and creating novel ways for children to practice letter formation (Handwriting Practice Booklets, mini books, nail punching, painting, sign-making, wet-dry-try, letter direction song, tracing trays, etc.)	Provide creative opportunities for representational and exploratory art. Balance process and product experiences. Introduce new techniques and materials, such as watercolors, crayon resist, printmaking, etc.	Provide group art projects that grow out of Curriculum Big Ideas. Continue process art experiences that invite children to represent their ideas, integrating visual representation and words. Connect sensory experiences to Big Ideas (i.e ramps, balls, mirrors, dirt, worms, seeds, etc.).			
Handwriting / Handwriting Without Tears	Shapes, lines, marks	Introduce Mat Man and Wooden Pieces Pre-stroke practice, lines, stencils	Focus on grip, line, shape, stencils & letter formation - HWT practice using playdough, sand trays, felt, sticks	Use HWT Teacher Guide- introduce new letters and offer handwriting practice. Integrate and creating novel ways for children to practice letter formation (Handwriting Practice Booklets, mini books, nail punching, painting, sign-making, wet-dry-try, letter direction song, tracing trays, etc.)	Use HWT Teacher Guide- introduce new letters and offer handwriting practice. Integrate and creating novel ways for children to practice letter formation (Handwriting Practice Booklets, mini books, nail punching, painting, sign-making, wet-dry-try, letter direction song, tracing trays, etc.)	Use HWT Teacher Guide- introduce new letters and offer handwriting practice. Integrate and creating novel ways for children to practice letter formation (Handwriting Practice Booklets, mini books, nail punching, painting, sign-making, wet-dry-try, letter direction song, tracing trays, etc.)	Use HWT Teacher Guide- introduce new letters and offer handwriting practice. Integrate and creating novel ways for children to practice letter formation (Handwriting Practice Booklets, mini books, nail punching, painting, sign-making, wet-dry-try, letter direction song, tracing trays, etc.)			Encourage Handwriting Practice at the Word Level - copying words, and even sounding out words.	

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Expressive Language & Written Language	Expressive Language & Written Language	Expressive Language & Written Language	Expressive Language & Written Language	Expressive Language & Written Language	Expressive Language & Written Language	Expressive Language & Written Language	Expressive Language & Written Language	Expressive Language & Written Language	Expressive Language & Written Language	Expressive Language & Written Language
Storytelling/Story Acting & Class Books	Create Class Books (highlight names and faces) - based on storybooks, class walk, routines, etc.	Begin Acting based on simple repetitive storybooks - highlight character & role Create simple repetitive classbooks	Begin STS - Story Telling / Story Acting of Children's Stories (dictation and acting) - emphasize naming characters/roles and describing actions	Continue STS - focus characters, actions and setting Continue to make Class Books and Individual Books related to curriculum content, common experiences, familiar stories	Continue STS - focus characters, actions and setting Continue to make Class Books and Individual Books related to curriculum content, common experiences, familiar stories	Continue STS - focus characters, actions and setting Continue to make Class Books and Individual Books related to curriculum content, common experiences, familiar stories	Continue STS - focus characters, actions and setting Continue to make Class Books and Individual Books related to curriculum content, common experiences, familiar stories	Continue STS - focus characters, actions and setting Continue to make Class Books and Individual Books related to curriculum content, common experiences, familiar stories	Continue STS - focus characters, actions and setting Continue to make Class Books and Individual Books related to curriculum content, common experiences, familiar stories	Continue to make Class Books and Individual Books related to curriculum content, common experiences, familiar stories
Children's Voices and Journaling	Invite children's voices through conversations, shared stories, etc. Names - songs, greetings, cubbie labels	Use, "Tell me about . . ." Tell me more." when interacting with children about their work	Begin Journal Writing (with a teacher - add labeling and then dictation) Text to self connections	Begin Journal Sharing/Author's Chair Attempt at own labeling	Begin Journal Sharing/Author's Chair Attempt at own labeling	Begin Journal Sharing/Author's Chair Attempt at own labeling	Begin Journal Sharing/Author's Chair Attempt at own labeling	Begin Journal Sharing/Author's Chair Attempt at own labeling	Begin Journal Sharing/Author's Chair Attempt at own labeling	Begin Journal Sharing/Author's Chair Attempt at own labeling
Environmental Print	Create (with children) & Post Visual Schedules, Classroom Agreements, Signs for Classroom Areas	Write a Morning Message (use authentic title case writing). Begin to hang anchor charts (after content is introduced)	Create (with children) a Classroom Alphabet Begin to use KW(L) Wonder Charts, surveys, etc.	Use Graphic Tools (Venn Diagrams, Charting, etc.) to compare and contrast (use authentic title case writing)	Use Graphic Tools (Venn Diagrams, Charting, etc.) to compare and contrast (use authentic title case writing)	Use Graphic Tools (Venn Diagrams, Charting, etc.) to compare and contrast (use authentic title case writing)	Use Graphic Tools (Venn Diagrams, Charting, etc.) to compare and contrast (use authentic title case writing)	Use Graphic Tools (Venn Diagrams, Charting, etc.) to compare and contrast (use authentic title case writing)	Use Graphic Tools (Venn Diagrams, Charting, etc.) to compare and contrast (use authentic title case writing)	Use Graphic Tools (Venn Diagrams, Charting, etc.) to compare and contrast (use authentic title case writing)
Message Center		Introduce cutting strips and tiny envelopes, along with name cards (the idea of sending messages)	Introduce the idea of messages and highlight using, sending and receiving messages - orally and in writing Write group messages (from your classroom to other people in your building, experts in the topic of study, etc.)				Set up, teach and open a Message Center and/or Post Office		Continue to invite usage of Message Center - adding new materials, stamps, word cards, etc. Consider writing messages/group letters to people in our school, in the community, experts in the topic of study, other children.	

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Phonological and Phonic Awareness	Phonological and Phonic Awareness	Phonological and Phonic Awareness	Phonological and Phonic Awareness	Phonological and Phonic Awareness	Phonological and Phonic Awareness	Phonological and Phonic Awareness	Phonological and Phonic Awareness	Phonological and Phonic Awareness	Phonological and Phonic Awareness	Phonological and Phonic Awareness
Songs & Chants	Name Games and Transition Songs	Rhyming Songs and Chants, Initial Phoneme Songs (Willoughby-Willaby, Banana Fana . . .)	Word Play Games, Oral I-Spy, Songs, Chants, etc.	Continue Word Play Games, Oral I-Spy, Songs, Chants, etc. Play with Syllables	Rhyming Book and Songs - Poems and Lyrics		Continue to play with initial sounds, syllables and rhymes			Write group poems and songs
Sounds	Highlight and play with the Initial Sounds of Children's Names	Play Oral "I-Spy" - "I spy with my little eye," naming classroom spaces and materials, emphasizing initial phoneme	Play I-Spy with small objects - emphasize the initial sound	I-Spy Play Mystery Bag with objects from the Big Idea - emphasize the syllables Play Games to identify pictures of objects by their initial sound	I-Spy Model noticing rhyming words in text. Play rhyming word substitution games (i.e. new verses for "Down by the Bay")		I-Spy Continue to play with sounds Model breaking words apart and sounding out words, while reading and writing			
Symbols	Explore Letters throughout the classroom - magnetic letters, moveable alphabets, cookie cutters, letter memory games	Introduce Sandpaper Letters and Sand Trays	Use Sandpaper Letters, sandtrays, and Letter Symbol Extensions in the Writing Center	Use Sandpaper Letters, sandtrays, and Letter Symbol Extensions in the Writing Center	Use Sandpaper Letters, sandtrays, and Letter Symbol Extensions in the Writing Center	Use Sandpaper Letters, sandtrays, and Letter Symbol Extensions in the Writing Center	Use Sandpaper Letters, sandtrays, and Letter Symbol Extensions in the Writing Center	Use Sandpaper Letters, sandtrays, and Letter Symbol Extensions in the Writing Center	Use Sandpaper Letters, sandtrays, and Letter Symbol Extensions in the Writing Center	Use Sandpaper Letters, sandtrays, and Letter Symbol Extensions in the Writing Center
Association of Sounds and Symbols Alphachants	Highlight first letter and initial sound of children's names, while using name cards	Begin Alphachants - Introduce Lap Books and Cards	Continue Alphachants (throughout year) Introduce 3 Period Lesson with 3 focus letters	Continue Alphachants I-Spy, Sandpaper Letters, Initial Phoneme Sorting Activities Connect with Handwriting Work	Continue Alphachants I-Spy, Sandpaper Letters, Initial Phoneme Sorting Activities Connect with Handwriting Work	Continue Alphachants I-Spy, Sandpaper Letters, Initial Phoneme Sorting Activities Connect with Handwriting Work	Continue Alphachants I-Spy, Sandpaper Letters, Initial Phoneme Sorting Activities Connect with Handwriting Work	Continue Alphachants I-Spy, Sandpaper Letters, Initial Phoneme Sorting Activities Connect with Handwriting Work	Continue Alphachants I-Spy, Sandpaper Letters, Initial Phoneme Sorting Activities Connect with Handwriting Work	Continue Alphachants I-Spy, Sandpaper Letters, Initial Phoneme Sorting Activities Connect with Handwriting Work
Word Knowledge, Invented Spelling	Pull out and highlight names, as important words Highlight names of classroom spaces and labels as important words Public Writing, Labels, Signs									