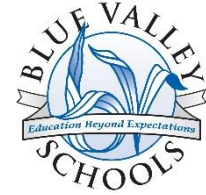




BLUE VALLEY DISTRICT CURRICULUM

Early Childhood



Organizing Theme/Topic	Focus Standards and Skills
1 st Semester	1 st Semester
<p>Literature Pre – 3 <i>With prompting:</i></p> <ul style="list-style-type: none"> • Asks and answers simple questions using pictures • Retells some events from a familiar story (e.g. what happened to baby bears chair) • Identifies illustrations and texts • Engages in reading activities and groups (e.g. choral responses, fills in familiar phrases) <p>Pre – 4 <i>With prompting:</i></p> <ul style="list-style-type: none"> • Asks and answers questions about text • Retells events from familiar story (beginning, end and more details) • Identifies characters and setting • Answers questions about new vocabulary using pictures • Introduce a variety of texts (story, poems, songs) • Identifies the author writes the story and the illustrator draws the pictures • Uses illustrations to retell parts of the story • Actively engages in reading activities (requesting books being 	<p>Literature Pre – 3</p> <ul style="list-style-type: none"> • CL.L.p3.1: With prompting and support, asks and answers simple questions about the story content. • CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a story. • CL.L.p3.3: Asks and answers questions about unknown words/ pictures in a book. • CL.L.p3.4 : Interacts with a variety of common types of texts (e.g., storybooks, poems, songs). • CL.L.p3.5: Understands that books have both illustrations and print. • CL.L.p3.8: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story) <p>Pre – 4</p> <ul style="list-style-type: none"> • CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text. • CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy. • CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story. • CL.L.p4.4: Asks and answers questions about unknown words in a text. • CL.L.p4.5: Students interact with a variety of common types

<p>read, recites rhymes, and fingerplays)</p>	<p>of texts (e.g., storybooks, poems, songs).</p> <ul style="list-style-type: none"> • CL.L.p4.6: With prompting and support, can describe the role of an author and an illustrator. • CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story. • CL.L.p4.9: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).
<p>Informational Text (non-fiction) Pre – 3</p> <ul style="list-style-type: none"> • With prompting, asks and answers simple questions about non-fiction text (who, what, and what doing) • Uses pictures to retell details of non-fiction text • Intrinsic desire for new learning and vocabulary • Demonstrates understanding of parts of the book (front and back) • Identify illustrations and texts • Engages in reading activities and groups (e.g. comments on text and/or pictures) <p>Pre – 4</p> <p>With prompting:</p> <ul style="list-style-type: none"> • Asks and answers questions about text • Retells key details on text using pictures • Answers question about new vocabulary using pictures 	<p>Informational Text (non-fiction) Pre – 3</p> <ul style="list-style-type: none"> • CL.IT.p3.1: With prompting and support, asks and answers simple questions about the text. • CL.IT.p3.2: Retells some details of the text using pictures or props as a support. • CL.IT.p3.3: Exhibits curiosity and interest in learning new vocabulary. • CL.IT.p3.4: Identifies the front and back cover of a book. • CL.IT.p3.5: Understands that books have both illustrations and print. • CL.IT.p3.7: Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why). • CL.IT.p3.9: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says “I have a car like that” or responds when appropriate to text, with a comment about “my house”). <p>Pre – 4</p> <ul style="list-style-type: none"> • CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text. • CL.IT.p4.2: With prompting and support, retells key details of a text.

<ul style="list-style-type: none"> • Identifies the author writes the story and the illustrator draws the pictures • Identifies parts of the book: front cover, back cover, title page • Answers “why” questions based on text (e.g. why do you need an umbrella) • Actively engages in reading activities (asks for books to be read, comments on pictures and/or text) 	<ul style="list-style-type: none"> • CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text. • CL.IT.p4.5: Identifies the front cover, back cover and title page of a book. • CL.IT.P6: With prompting and support describes the role of an author and an illustrator. • CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story. • CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text. • CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).
<p>Foundational Skills Pre – 3</p> <ul style="list-style-type: none"> • Holds book right side up to look at pictures • Demonstrates and understanding that book is read front to back. • Text and letters have meaning (e.g. environmental print stop signs, M for McDonalds) • Recognizes first letter in their name • Recognizes name in print • Recognizes and “reads” environmental print • Pretends to read • Speaks fluently (e.g. saying baseball instead of base + ball) 	<p>Foundational Skills Pre – 3</p> <ul style="list-style-type: none"> • CL.F.p3.1: Demonstrates understanding of the organization and basic features of print. • CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back). • CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print). • CL.F.p3.1c: Recognizes letters in their name. • CL.F.p3.2: Plays with the sounds of language. • CL.F.p3.2a: Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes). • CL.F.p3.2c: Blends compound words and syllables in spoken words (e.g., base+ball= baseball; /d+ad= dad). • CL.F.p3.3a: Begins to identify own name in print. • CL.F.p3.3b: Begins to recognize and “read” familiar words or

<p>Pre – 4</p> <ul style="list-style-type: none"> • Understands text is read front to back, top to bottom, or left to right (e.g. schedules/routine pictures, sequence pictures, and simple books) • Understands spoken words can be represented in writing (e.g. when teacher speaks “cat” and then writes the letter C a t) • Groups letters together makes words (e.g. touching each word when read) • Recognizes and name letters in first name • Recognize and identify some upper and lowercase letters • Recognize rhyming words • Claps and/or snaps syllables (cat = 1 clap) • Begins to demonstrate letter sound correspondence • Identifies name in print • “Reads” environmental print 	<p>environmental print.</p> <ul style="list-style-type: none"> • CL.F.p3.4: Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading). <p>Pre – 4</p> <ul style="list-style-type: none"> • CL.F.p4.1: Demonstrates understanding of the organization and basic features of print. • CL.F.p4.1a: Follows words from left to right, top to bottom and page by page. • CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letter. • CL.F.p4.1c: Recognizes that letters are grouped to form words. • CL.F.p4.1d: Recognizes and names some upper: and lowercase letters in addition to those in first name. • CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes): • CL.F.p4.2a: Recognizes and produces rhyming words. • CL.F.p4.2b: Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps). • CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words. • CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters. • CL.F.p4.3b: Identifies own name in print. • CL.F.p4.3c: Recognizes and “read” familiar words or environmental print.
<p>Writing</p> <p>Pre – 3</p> <ul style="list-style-type: none"> • Begins to use drawings to represent thoughts and ideas • Attempts to write name (eg. makes marks) • With support, imitates simple shapes and/or strokes 	<p>Writing</p> <p>Pre – 3</p> <ul style="list-style-type: none"> • CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.

<ul style="list-style-type: none"> Recalls past experiences <p>Pre – 4</p> <ul style="list-style-type: none"> Uses pictures and words to express thoughts (eg. journaling, class books) Practicing writing name In response to questions can depict the answer in drawings Can answer questions by recalling information (eg. Can you draw your favorite thing over winter break?) 	<ul style="list-style-type: none"> CL.W.p3.2: Uses consistent marks to represent name when writing. CL.W.p3.3: With guidance and support, imitates shapes and strokes. CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences. <p>Pre – 4</p> <ul style="list-style-type: none"> CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas. CL.W.p4.2: Recognizably writes a majority of the letters in their name. CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed. CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.
<p>Speaking and Listening</p> <p>Pre – 3</p> <ul style="list-style-type: none"> Engages in conversation with adults and peers Beginning use of conversation rules (e.g., gaining attention, looking at one another, appropriate volume, listening to others and taking turns speaking about the topic under discussion). Engages in a conversation for three or more verbal exchanges Answers simple wh questions: what, where, who Asks questions for clarification Uses basic concepts in spoken language Uses language to describe pictures or objects Speaks clearly (able to be understood by others, appropriate volume, etc) 	<p>Speaking and Listening</p> <p>Pre – 3</p> <ul style="list-style-type: none"> CL.SL.p3.1: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups. CL.SL.p3.1a: Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion). CL.SL.p3.1b: Continues a conversation through three or more exchanges. CL.SL.p3.2: Confirms understanding of information presented orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood. CL.SL.p3.3: Uses some basic qualitative (e.g., wet/dry,

<p>Pre – 4</p> <ul style="list-style-type: none"> Engages in conversation with adults and peers in small and large group Follows conversation rules (e.g., gaining attention, looking at one another, appropriate volume, listening to others and taking turns speaking about the topic under discussion). Engages in multiple on-topic verbal exchanges Answers wh questions: what, where, why, how including key details Asks questions for clarification Uses spatial and temporal concepts to describe Uses language to share about a drawing Speaks clearly (able to be understood by others, appropriate volume, etc) to express ideas and feelings 	<p>hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.</p> <ul style="list-style-type: none"> CL.SL.p3.4: Able to describe objects and actions depicted in pictures. CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs. <p>Pre – 4</p> <ul style="list-style-type: none"> CL.SL.p4.1: Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups. CL.SL.p4.1a: Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). CL.SL.p4.1b: Continues a conversation through multiple exchanges, staying on topic. CL.SL.p4.2: Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood. CL.SL.p4.3: Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things and events. CL.SL.p4.4: Able to tell another person about what they have drawn. CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.
<p>Language Pre – 3</p> <ul style="list-style-type: none"> Uses marks, strokes, or scribbles to write letters Uses nouns and verbs in communication Uses plurals (eg. dog, dogs; tree, trees) 	<p>Language Pre – 3</p> <ul style="list-style-type: none"> CL.LS.p3.1: Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.

- Uses question words
- Uses prepositions
- Speaks in 3-4 word sentences
- Identifies familiar object by given definition (eg. what is soft and says meow?)
- Understands simple opposites
- Expands vocabulary through conversation and reading

- **CL.LS.p3.1a:** Begins to make letter like forms and print some letters (e.g., letters in their name).
- **CL.LS.p3.1b:** Uses frequently occurring nouns and verbs when speaking.
- **CL.LS.p3.1c:** Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- **CL.LS.p3.1d:** Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).
- **CL.LS.p3.1e:** Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- **CL.LS.p3.1f:** Communicates using at least 3-4 word sentences.
- **CL.LS.p3.3:** Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).
- **CL.LS.p3.4:** With guidance and support from adults, explores word relationships and nuances in word meanings.
- **CL.LS.p3.4a:** Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).
- **CL.LS.p3.5:** With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.

Pre – 4

- Prints some letters (upper and lower)
- Uses nouns and verbs in communication
- Uses plurals (eg. dog, dogs; tree, trees)
- Uses and understands question words
- Uses a variety of prepositions words
- Produces complete sentences in shared language activities
- Expands vocabulary of multiple meaning and unknown words
- Understands opposites

Pre – 4

- **CL.LS.p4.1:** Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.
- **CL.LS.p4.1a:** Prints some upper-and lower-case letters (e.g., letters in their name).
- **CL.LS.p4.1b:** Uses frequently occurring nouns and verbs.
- **CL.LS.p4.1c:** Forms regular plural nouns orally by adding /s/

<ul style="list-style-type: none"> • Demonstrates an understating that some words have multiple meanings (eg. run, jog, leap) • Expands vocabulary through conversation and reading 	<p>or /es/ (e.g., dog, dogs; wish, wishes).</p> <ul style="list-style-type: none"> • CL.LS.p4.1d: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how). • CL.LS.p4.1e: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). • CL.LS.p4.1f: Produces complete sentences in shared language activities. • CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison) • CL.LS.p4.4: With guidance and support, explores word relationships and nuances in word meanings. • CL.LS.p4.4a: Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out). • CL.LS.p4.4b: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. • CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading
2nd Semester	2nd Semester
<p>Literature Pre – 3 With prompting:</p> <ul style="list-style-type: none"> • <u>Asks and answers questions using pictures</u> • <u>Using pictures retell events from a familiar story</u> • <u>When looking at pictures personally relates to parts of the story (picture walk – look, I see a girl I’m a girl)</u> • <u>Compares and contrasts parts of the story to self. (e.g. I eat fruit like the caterpillar, I like to eat candy)</u> • Identifies illustrations and texts • Engages in reading activities and groups (e.g. choral responses, fills in familiar phrases) 	<p>Literature Pre – 3</p> <ul style="list-style-type: none"> • CL.L.p3.1: With prompting and support, asks and answers simple questions about the story content. • CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a story.. • CL.L.p3.3: Asks and answers questions about unknown words/ pictures in a book. • CL.L.p3.4 : Interacts with a variety of common types of texts (e.g., storybooks, poems, songs). • CL.L.p3.5: Understands that books have both illustrations

Pre – 4

With prompting:

- Retells events from familiar story (beginning, middle, and end and more details)
- Identifies characters, setting, and major events
- Asks and answers question about new vocabulary
- Compares and contrasts familiar stories (e.g. compare settings, characters and events in stories such as Bear Snores On Series, Gingerbread Stories, Goldilocks variations)
- Asks and answers questions about text
- Introduce a variety of texts (story, poems, songs)
- Identifies the author writes the story and the illustrator draws the pictures
- Uses illustrations to retell parts of the story
- Actively engages in reading activities (requesting books being read, recites rhymes, and fingerplays)

and print.

- CL.L.p3.6: With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book.
- CL.L.p3.7: With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., “I have a red cape just like Goldilocks!”).
- **CL.L.p3.8:** Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story)

Pre – 4

- **CL.L.p4.1:** With prompting and support, asks and answers questions about key details in a text.
- **CL.L.p4.2:** With prompting and support, retells stories with increasing detail and accuracy.
- **CL.L.p4.3:** With prompting and support, identifies characters, settings and major events in a story.
- **CL.L.p4.4:** Asks and answers questions about unknown words in a text.
- **CL.L.p4.5:** Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).
- **CL.L.p4.6:** With prompting and support, can describe the role of an author and an illustrator.
- **CL.L.p4.7:** With prompting and support, uses the illustrations to retell major events in the story.
- CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.
- **CL.L.p4.9:** Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).

Informational Text (non-fiction)

Pre – 3

- With prompting asks and answers simple questions about non-fiction text (who, what, what doing, where, why, and when)
- When looking at pictures personally relates to parts of the story (picture walk – look, I see a girl I’m a girl)
- With prompting, identifies similarities between two similar texts – in illustration (e.g. reading books about gardening finding flower, plants, and dirt within both books).
- Uses pictures to retell details of non-fiction text
- Intrinsic desire for new learning and vocabulary
- Parts of the book (front and back)
- Identifies illustrations and texts
- Engages in reading activities and groups (e.g. comments on text and/or pictures)

Pre – 4

With prompting:

- Asks and answers questions about text
- Retells key details on text using pictures
- Answers question about new vocabulary using pictures
- Identifies the author writes the story and the illustrator draws the pictures
- Identifies parts of the book: front cover, back cover, title page
- Answers “why” questions based on text (e.g. why do you need an umbrella)
- Actively engages in reading activities (asks for books to be read,

Informational Text (non-fiction)

Pre – 3

- **CL.IT.p3.1:** With prompting and support, asks and answers simple questions about the text.
- **CL.IT.p3.2:** Retells some details of the text using pictures or props as a support.
- **CL.IT.p3.3:** Exhibits curiosity and interest in learning new vocabulary.
- **CL.IT.p3.4:** Identifies the front and back cover of a book.
- **CL.IT.p3.5:** Understands that books have both illustrations and print.
- CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.
- **CL.IT.p3.7:** Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).
- CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
- **CL.IT.p3.9:** Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says “I have a car like that” or responds when appropriate to text, with a comment about “my house”).

Pre – 4

- **CL.IT.p4.1:** With prompting and support, asks and answers questions about key details in a text.
- **CL.IT.p4.2:** With prompting and support, retells key details of a text.
- CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.
- **CL.IT.p4.4:** With prompting and support, asks and answers

<p>comments on pictures and/or text)</p> <ul style="list-style-type: none">• Answers questions connecting the events or information given within text	<p>questions about unknown words in a text.</p> <ul style="list-style-type: none">• CL.IT.p4.5: Identifies the front cover, back cover and title page of a book.• CL.IT.P6: With prompting and support describes the role of an author and an illustrator.• CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.• CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text.• CL.IT.p4.9: <u>With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</u>• CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).
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Foundational Skills

Pre – 3

- Demonstrates an understanding that text is read front to back, top to bottom, or left to right (e.g. schedules/routine pictures, sequence pictures, and simple books)
- Recognizes all letters of their name
- Recognizes that two words rhyme
- Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).
- Shows beginning awareness of sound difference and may start to associate it with letters or symbols
- Holds book right side up to look at pictures
- Understands that book is read front to back.
- Text and letters have meaning (e.g. environmental print stop signs, M for McDonalds)
- Recognizes first letter in their name
- Recognizes name in print
- Recognizes and “reads” environmental print (labels throughout room, restaurant signs, street signs)
- Demonstrates pretend reading
- Speaks fluently (e.g. saying baseball instead of base + ball)

Pre – 4

- Produces and recognize rhyming words
- Blends and segments words (eg. child blends two to three syllables into a word and three to four separate sounds into words, when the sounds and syllables are provided slowly and in the correct order (e.g., adult says, "Tell me what word these sounds make: b - a - t" and the child says, "bat"; adult says, "bi -

Foundational Skills

Pre – 3

- **CL.F.p3.1:** Demonstrates understanding of the organization and basic features of print.
- **CL.F.p3.1a:** Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).
- **CL.F.p3.1b:** Demonstrates an understanding that print conveys meaning (i.e., environmental print).
- **CL.F.p3.1c:** Recognizes letters in their name.
- **CL.F.p3.2:** Plays with the sounds of language.
- **CL.F.p3.2a:** Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).
- **CL.F.p3.2b:** Distinguishes whether two words rhyme or not
- **CL.F.p3.2c:** Blends compound words and syllables in spoken words (e.g., base+ball= baseball; /d+ad= dad).
- **CL.F.p3.2d:** Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).
- **CL.F.p3.3:** Knows and applies age-appropriate word analysis skills.
- **CL.F.p3.3a:** Begins to identify own name in print.
- **CL.F.p3.3b:** Begins to recognize and “read” familiar words or environmental print.
- **CL.F.p3.4:** Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).

Pre – 4

- **CL.F.p4.1:** Demonstrates understanding of the organization and basic features of print.
- **CL.F.p4.1a:** Follows words from left to right, top to bottom and page by page.
- **CL.F.p4.1b:** Recognizes that spoken words are represented

<p><u>cy - cle" and child says, "bicycle"; adult says "ba - na - na" and child says "banana").</u></p> <ul style="list-style-type: none"> • <u>Blends and segments initial sounds (eg. child identifies same and different sounds in words by recognizing words with the same/different initial and ending sounds and producing words with same initial sounds (e.g., adult says, "Tell me some other words that start with the same sound as "bear," and the child says "ball," "bagel," "baby"; adult says, "Tell me some words that start with different sounds than "bear" and child says, "cow" and "dog").</u> • <u>Identifies initial sound in simple words (eg. cat /c/, dog /d/, pan /p/)</u> • Understanding that text is read front to back, top to bottom, or left to right (e.g. schedules/routine pictures, sequence pictures, and simple books) • Understands that spoken words can be represented in writing (e.g. when teacher speaks "cat" and then writes the letter C a t) • Grouping letters together makes words (e.g. touching each word when read) • Recognizes and name letters in first name • Recognize and identify some upper and lowercase letters • Recognize rhyming words • Claps and/or snaps syllables (cat = 1 clap) • Begin to demonstrate letter sound correspondence • Identify name in print • Reads environmental print 	<p>in written language by specific sequences of letter.</p> <ul style="list-style-type: none"> • CL.F.p4.1c: Recognizes that letters are grouped to form words. • CL.F.p4.1d: Recognizes and names some upper: and lowercase letters in addition to those in first name. • CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes): • CL.F.p4.2a: Recognizes and produces rhyming words. • CL.F.p4.2b: <u>Blends and segments syllables in spoken words (e.g., /f/+i/+sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).</u> • CL.F.p4.2c: <u>With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d+/og/ = dog).</u> • CL.F.p4.2d: <u>States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).</u> • CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words. • CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters. • CL.F.p4.3b: Identifies own name in print. • CL.F.p4.3c: Recognizes and "reads" familiar words or environmental print.
<p>Writing Pre – 3</p> <ul style="list-style-type: none"> • <u>Shared writing opportunities (eg. in a group setting, children tell what happened and teacher draws, journaling, and class books)</u> • Begins to use drawings to represent thoughts and ideas • Attempts to write name (eg. makes marks) • With support, imitates simple shapes and/or strokes • Recalls past events 	<p>Writing Pre – 3</p> <ul style="list-style-type: none"> • CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas. • CL.W.p3.2: Uses consistent marks to represent name when writing. • CL.W.p3.3: With guidance and support, imitates shapes and strokes.

<p>Pre – 4</p> <ul style="list-style-type: none"> • <u>In response to questions adds detail to drawings and use emergent writing (eg. beginning writing words)</u> • <u>Shared research (eg. have children talk about likes/dislikes about books, talk about family traditions, etc)</u> • Uses pictures and words to express thoughts (eg. journaling, class books) • Legibly writes name • Answers questions by recalling information (eg. Can you draw your favorite thing over winter break?) 	<ul style="list-style-type: none"> • CL.W.p3.5: <u>Participates in shared writing projects (e.g., contributes to class chart about a topic of interest).</u> • CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences. <p>Pre – 4</p> <ul style="list-style-type: none"> • CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas. • CL.W.p4.2: Recognizably writes a majority of the letters in their name. • CL.W.p4.3: <u>With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.</u> • CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task). • CL.W.p4.5: <u>Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).</u> • CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.
<p>Speaking and Listening</p> <p>Pre – 3</p> <ul style="list-style-type: none"> • Engages in conversation with adults and peers • Beginning use of conversation rules (e.g., gaining attention, looking at one another, appropriate volume, listening to others and taking turns speaking about the topic under discussion). • Engages in a conversation for three or more verbal turns • Answers simple wh questions: what, where, who • Asks questions for clarification • Uses basic concepts in spoken language • Uses language to describe pictures or objects 	<p>Speaking and Listening</p> <p>Pre – 3</p> <ul style="list-style-type: none"> • CL.SL.p3.1: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups. • CL.SL.p3.1a: Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion). • CL.SL.p3.1b: Continues a conversation through three or more exchanges. • CL.SL.p3.2: Confirms understanding of information

- Speaks clearly (able to be understood by others, appropriate volume, etc)

presented orally or through other media by answering simple (e.g., what, where, who) questions and asking questions if something is not understood.

- **CL.SL.p3.3:** Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.
- **CL.SL.p3.4:** Able to describe objects and actions depicted in pictures.
- **CL.SL.p3.5:** Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.

Pre – 4

- Engages in conversation with adults and peers in small and large group
- Follows conversation rules (e.g., gaining attention, looking at one another, appropriate volume, listening to others and taking turns speaking about the topic under discussion).
- Engages in multiple on-topic verbal exchanges
- Answers wh questions: what, where, why, how including key details
- Asks questions for clarification
- Uses spatial and temporal concepts to describe
- Uses language to share about a drawing
- Speaks clearly (able to be understood by others, appropriate volume, etc) to express ideas and feelings

Pre – 4

- **CL.SL.p4.1:** Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.
- **CL.SL.p4.1a:** Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **CL.SL.p4.1b:** Continues a conversation through multiple exchanges, staying on topic.
- **CL.SL.p4.2:** Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.
- **CL.SL.p4.3:** Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things and events.
- **CL.SL.p4.4:** Able to tell another person about what they have drawn.
- **CL.SL.p4.5:** Speaks understandably to express ideas, feelings and needs.

Language

Pre – 3

- Attempts to scribble and write words
- Some words have multiple meanings (eg. run, jog, leap)
- Uses marks, strokes, or scribbles to write letters
- Uses nouns and verbs in communication
- Uses plurals (eg. dog, dogs; tree, trees)
- Uses question words
- Uses prepositions
- Speaks in 3-4 word sentences
- Identifies familiar object by given definition (eg. what is soft and says meow?)
- Understands simple opposites
- Expands vocabulary through conversation and reading

Language

Pre – 3

- **CL.LS.p3.1:** Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.
- **CL.LS.p3.1a:** Begins to make letter like forms and print some letters (e.g., letters in their name).
- **CL.LS.p3.1b:** Uses frequently occurring nouns and verbs when speaking.
- **CL.LS.p3.1c:** Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- **CL.LS.p3.1d:** Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).
- **CL.LS.p3.1e:** Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- **CL.LS.p3.1f:** Communicates using at least 3-4 word sentences.
- **CL.LS.p3.2:** Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.
- **CL.LS.p3.3:** Provides a label when given a “child-friendly” definition of a familiar word (e.g., what is round and bounces: a ball).
- **CL.LS.p3.4:** With guidance and support from adults, explores word relationships and nuances in word meanings.
- **CL.LS.p3.4a:** Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).
- **CL.LS.p3.4b:** Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- **CL.LS.p3.5:** With prompting and support, begins to experiment with new words and phrases acquired through

Pre – 4

- Attempts to write words phonetically
- Writes from left to right
- Prints some letters (upper and lower)
- Uses nouns and verbs in communication
- Uses plurals (eg. dog, dogs; tree, trees)
- Uses and understands question words
- Uses a variety of prepositions words
- Produces complete sentences in shared language activities
- Expands vocabulary of multiple meaning and unknown words
- Understands opposites
- Some words have multiple meanings (eg. run, jog, leap)
- Expands vocabulary through conversation and reading

conversations, reading and being read to and responding to texts.

Pre – 4

- **CL.LS.p4.1:** Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.

Pre – 4

- **CL.LS.p4.1a:** Prints some upper-and lower-case letters (e.g., letters in their name).
- **CL.LS.p4.1b:** Uses frequently occurring nouns and verbs.
- **CL.LS.p4.1c:** Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- **CL.LS.p4.1d:** Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).
- **CL.LS.p4.1e:** Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- **CL.LS.p4.1f:** Produces complete sentences in shared language activities.
- **CL.LS.p4.2:** Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.
- **CL.LS.p4.3:** Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison)
- **CL.LS.p4.4:** With guidance and support, explores word relationships and nuances in word meanings.
- **CL.LS.p4.4a:** Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).

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| | <ul style="list-style-type: none">• CL.LS.p4.4b: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.• CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through conversations, reading and being read to and responding to texts. |
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BLUE VALLEY CURRICULUM & INSTRUCTION

Early Childhood**Theme 2: Construction**

essential skills and content		
Overview 4 Weeks	Construction is able leaning how to make something out of nothing and working with one another to make or build things.	
Essential Questions	How am I safe with toys? What can I build with?	
Content/Skills	<p>Pre – 3 Literature (with prompting)</p> <ul style="list-style-type: none"> • Asks and answers simple questions using pictures • Retells some events from a familiar story (e.g. what happened to baby bears chair) • Identifies illustrations and texts • Engages in reading activities and groups (e.g. choral responses, fills in familiar phrases) 	<p>Pre –4 Literature (with prompting)</p> <ul style="list-style-type: none"> • Asks and answers questions about text • Answers questions about new vocabulary using pictures • Uses illustrations to retell parts of the story • Actively engages in reading activities (e.g., requesting books being read, recites rhymes, and finger plays)

	Informational Text (non-fiction) <ul style="list-style-type: none"> • Demonstrates understanding of parts of the book (front and back) • With prompting, asks and answers simple questions about non-fiction text (who, what, and what doing) • Engages in reading activities and groups (e.g., comments on text and/or pictures) 	Informational Text (non-fiction) (with prompting) <ul style="list-style-type: none"> • Asks and answers questions about text • Answers question about new vocabulary using pictures • Identifies parts of the book: front cover, back cover, title page • Actively engages in reading activities (e.g., asks for books to be read, comments on pictures and/or text)
	Foundational Skills <ul style="list-style-type: none"> • Holds book right side up to look at pictures • Recognizes and “reads” environmental print 	Foundational Skills <ul style="list-style-type: none"> • Claps and/or snaps syllables (cat = 1 clap) • Identifies name in print • “Reads” environmental print
	Writing <ul style="list-style-type: none"> • With support, imitates simple shapes and/or strokes 	Writing <ul style="list-style-type: none"> • Uses pictures and words to express thoughts (e.g., journaling, class books) • Can answer questions by recalling information (e.g., Can you draw your favorite thing over winter break?) • Practicing writing name
	Speaking and Listening <ul style="list-style-type: none"> • Engages in conversation with adults and peers • Answers simple wh questions: what, where, who 	Speaking and Listening <ul style="list-style-type: none"> • Engages in conversation with adults and peers in small and large group • Follows conversation rules (e.g., gaining attention, looking at one another, appropriate volume, listening to others and taking turns speaking about the topic under discussion). • Answers wh questions: what, where, why, how including key details • Speaks clearly (able to be understood by others, appropriate volume, etc) to express

		ideas and feelings
	Language <ul style="list-style-type: none"> • Uses marks, strokes, or scribbles to write letters • Speaks in 3-4 word sentences 	Language <ul style="list-style-type: none"> • Uses nouns and verbs in communication • Produces complete sentences in shared language activities • Understands opposites

balanced assessment

COMPONENT	REQUIRED	SUGGESTED
Formative Assessment	Teacher observation	Checklist of Skills

Summative Assessment

District-Wide Common Assessment

learning experiences

COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	Pre 3: When I Build with Blocks (Nikki Alling) Dazzling Digger (Tony Mitton)	Not a Box/Not A Stick (Portis) The Three Little Pigs (Emily Bolam) Perfect Square (Michael Hall) Math Raise the Roof (Anastasia Suen) Block City (Robert Louis Stevenson, 2005) Pete the Cat Destruction Pete (James Dean)
	Pre4: Dreaming Up (Christy Hale) When I Build with Blocks (Nikki Alling)	

COMPONENT	REQUIRED	SUGGESTED
	Fairy Tale: Three Pigs	
	Nursery Rhyme: Hickory Dickory Dock (Meeker-Watson)	
Content Literacy		Environmental print bingo, books Draw a picture of your house Syllable counting
Technology / Media		Old House (Meeker-Watson) I am Noisy (Meeker-Watson) I am Waiting (Meeker-Watson) My teacher draws a shape for me, Shapes (Handwriting without Tears) Shapes (Greg and Steve) Three Piggies Rock Out (CJ Fundamentals) Come into my house (Meeker-Watson) Opposites are not the same (Meeker-Watson) Big/Little (Meeker-Watson) Where Does This Go (Meeker-Watson) Three Little Piggies Rock Out (CJ Fundamentals)
Differentiation / Intervention		

 content-specific components

COMPONENT	REQUIRED	SUGGESTED
Dramatic Play		Three Pigs Building with a variety of blocks Construction Site



BLUE VALLEY CURRICULUM & INSTRUCTION

Early Childhood



Theme 3 Fall

essential skills and content		
Overview Time 4 Weeks	Fall is learning about the season, nature and traditional fall celebrations	
Essential Questions	How does the season affect our environment? (e.g., weather, clothing, activities etc.) What are typical seasonal events celebrated during this time? (e.g., fall festival, pumpkin patch, Halloween etc.)	
Content/Skills	<p>Pre-3</p> <p>Literature (with prompting)</p> <ul style="list-style-type: none"> Asks and answers simple questions using pictures Retells some events from a familiar story (e.g. what happened to baby bears chair) Identifies illustrations and texts Engages in reading activities and groups (e.g. choral responses, fills in familiar phrases)) 	<p>Pre – 4</p> <p>Literature (with prompting)</p> <ul style="list-style-type: none"> Asks and answers questions about text Answers questions about new vocabulary using pictures Actively engages in reading activities (e.g., requesting books being read, recites rhymes, and finger plays)
	<p>Informational Text (non-fiction)</p> <ul style="list-style-type: none"> Uses pictures to retell details of non-fiction text Intrinsic desire for new learning and vocabulary 	<p>Informational Text (non-fiction) (with prompting)</p> <ul style="list-style-type: none"> Retells key details on text using pictures Answers “why” questions based on text (e.g. why do you need an umbrella)

	<p>Foundational Skills</p> <ul style="list-style-type: none"> • Text and letters have meaning (e.g., environmental print stop signs, M for McDonalds) • Pretends to read • Recognizes and Reads environmental print • Recognizes first letter in their name 	<p>Foundational Skills</p> <ul style="list-style-type: none"> • Understands text is read front to back, top to bottom, or left to right (e.g., schedules/routine pictures, sequence pictures, and simple books) • “Reads” environmental print • Recognize rhyming words • Recognizes and name letters in first name
	<p>Writing</p> <ul style="list-style-type: none"> • With support, imitates simple shapes and/or strokes • Attempts to write name (e.g., makes marks) • Begins to use drawings to represent thoughts and ideas 	<p>Writing</p> <ul style="list-style-type: none"> • Uses pictures and words to express thoughts (e.g., journaling, class books) • Can answer questions by recalling information (e.g., Can you draw your favorite thing over winter break?)
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Uses basic concepts in spoken language • Uses language to describe pictures or objects • Ask questions for clarification • Answers simple “wh” questions • Speaks Clearly (able to be understood by others, appropriate volume, etc.) 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Follows conversation rules (e.g., gaining attention, looking at one another, appropriate volume, listening to others and taking turns speaking about topic under discussion) • Uses language to share about drawings • Engages in multiple on-topic verbal exchanges • Asks questions for clarification • Speaks clearly (able to be understood by others, appropriate volume, etc) to express ideas and feelings
	<p>Language</p> <ul style="list-style-type: none"> • Speaks in 3-4 word sentences • Uses question words • Uses plurals (eg. dog, dogs; tree, trees) • Uses nouns and verbs to communicate • Expands vocabulary through conversation and reading 	<p>Language</p> <ul style="list-style-type: none"> • Produces complete sentences in shared language activities • Expands vocabulary of multiple meaning and unknown words • Expands vocabulary through conversation and reading • Uses plurals (eg. dog, dogs; tree, trees)

		<ul style="list-style-type: none"> • Uses and understands question words
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 **balanced assessment**

COMPONENT	REQUIRED	SUGGESTED
Formative Assessment	Teacher Observation	Checklist of Skills

Summative Assessment

District-Wide Common Assessment

 **learning experiences**

COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	<p>Pre-3</p> <p>Apples and Pumpkins (Anne Rockwell)</p> <p>The Big Pumpkin by Erica Silverman</p> <p>Pre-4</p> <p>The Little Old Lady who was not Afraid of Anything by Linda Williams</p> <p>Nursery Rhyme:</p> <p>Peter, Peter Pumpkin Eater (Meeker-Watson)</p>	<p>Pete the Cat – 5 Little Pumpkins (James Dean)</p> <p>Duck & Goose, Find a Pumpkin (Tad Hills)</p> <p>Pumpkin Circle (George Levenson)</p> <p>10 Apples Up on Top</p> <p>Under the Apple Tree (Steve Metzger)</p> <p>Going on a Leaf Hunt by Steve Metzger</p>

Content Literacy /Writing	<p>Draw a Jack-O-Lantern</p> <p>What shapes are the eyes?, Nose?</p> <p>What does a happy Jack-o-Lantern look like?</p> <p>Angry? Sad?</p> <p>How can we use different shapes to make the</p>
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COMPONENT	REQUIRED	SUGGESTED face?
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Technology / Media		A Pumpkin Ran Away (Meeker-Watson) The World Goes Round (Meeker-Watson) Dem Bones Five Little Pumpkins Monster Mash Here we go Spooky Loo (Meeker-Watson) Halloween Version of Hey Everybody Don't Let the Wind (Meeker-Watson)
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Differentiation / Intervention		
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 content-specific components

Dramatic Play		Farmers Market Trick or Treating/Dress Up Little Old Lady Who is Not Afraid of Anything Pumpkin Patch
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BLUE VALLEY CURRICULUM & INSTRUCTION

Early Childhood



Theme 4 Food

essential skills and content		
Overview 4 weeks	Food is about learning about where food comes from, how to use food, what you can make from food and how food benefits us.	
Essential Questions	Where can you get food from? How will food help us grow? What is food? How do I cook and what do I need?	
Content/Skills	<p>Pre-3</p> <p>Literature (with prompting)</p> <ul style="list-style-type: none"> Asks and answers simple questions using pictures Retells some events from a familiar story (e.g. what happened to baby bears chair) Identifies illustrations and texts Engages in reading activities and groups (e.g. choral responses, fills in familiar phrases) 	<p>Pre – 4</p> <p>Literature (with prompting)</p> <ul style="list-style-type: none"> Uses illustrations to retell parts of the story Actively engages in reading activities (e.g., requesting books being read, recites rhymes, and finger plays) Introduce a variety of texts (story, poems, songs) Identifies the author writes the story and the illustrator draws the pictures
	<p>Informational Text (non-fiction)</p> <ul style="list-style-type: none"> Demonstrating understanding of parts of the book (front and back) 	<p>Informational Text (non-fiction) (with prompting)</p> <ul style="list-style-type: none"> Identifies parts of the book (front cover, back cover, title page)

	<ul style="list-style-type: none"> Identify illustrations and texts 	<ul style="list-style-type: none"> Identifies the author writes the story and the illustrator draws the pictures
	<p>Foundational</p> <ul style="list-style-type: none"> Text and letters have meaning (e.g. environmental print shop signs, M is for Mcdonald) Pretend reading Recognizes first letter in their name Demonstrates and understanding that book is read front to back. 	<p>Foundational</p> <ul style="list-style-type: none"> Spoken words can be represented in writing Understanding that text is read front to back, top to bottom or left to right Recognizes and name letters in first name Recognize and identify some upper and lowercase letters
	<p>Writing</p> <ul style="list-style-type: none"> With support, imitate simple shapes and strokes Recalling on previous experiences 	<p>Writing</p> <ul style="list-style-type: none"> Uses pictures and words to express thoughts Legibly writes name Can answer questions by recalling information
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Beginning use of conversational rules Engages in a conversation rules Answer simple wh questions: what, where, who Uses basic concepts in spoken language 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Answer wh questions : what, where, why, how including key details Uses spatial and temporal concepts to describe Engages in multiple on-topic verbal exchanges
	<p>Language</p> <ul style="list-style-type: none"> Uses marks, strokes or scribbles to write letters Speaks in 3-4 word sentences Uses prepositions Expands vocabulary through conversation and reading 	<p>Language</p> <ul style="list-style-type: none"> Produces complete sentences in shared language activities Prints some letters(lowercase and uppercase) Uses and understands question words Uses a variety of prepositions words

Formative Assessment

Teacher Observation

Checklist of Skills

Summative Assessment

District-Wide
Common Assessment
 learning experiences

COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	Pre-3 - Pete's a Pizza by William Steig Thankful Book by Todd Parr To Market To Market by Anne Miranda	How are you Peeling? (Saxton Freymann) In the Kitchen (Susan Canizares) Lunch (Denise Fleming) A Soup Opera (Jim Gill) Mouse Mess (Linnea Riley) Bunny Cakes (Rosemary Wells)
	Pre-4 Pete's a Pizza by William Steig Thankful Book by Todd Parr To Market To Market by Anne Miranda	The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear (Don and Audrey Wood) Eating the Alphabet (Lois Ehlert) A trip to the Grocery Store (Josie Keogh) At the Supermarket (Anne Rockwell) Curious George Makes pancakes (Margret & H. A. Rey)
	Nursery Rhymes To Market To Market	The Little Red Hen Makes a Pizza (Philomen Sturges) If you give a pig a pancake (Laura Numeroff) Pancakes, Pancakes! (Eric Carle) A Feast For Ten (Math) (Falwell) This is the Turkey (Abby Levine) Thanksgiving at the Tappletons (Eileen Spinelli) Names posted in classroom

COMPONENT	REQUIRED	SUGGESTED
		Environmental Print is in Grocery store
Content Literacy /Writing		What is your favorite pizza topping? Where do you get pizza from? Draw a picture of a pizza Tracing letters of grocery list
Technology / Media		Hot Potato (Meeker-Watson) Go on a Picnic (Meeker-Watson) I am a Pizza (Charlotte Diamond) Silly Pizza Song (Rachel Coleman) Smart board Activity (What is your favorite Pizza), Smart Board Activity (Healthy vs. unhealthy food) Applesauce (Meeker-Watson) John the Rabbit (Meeker-Watson) All around the kitchen (Meeker-Watson) A Pumpkin Ran Away (Meeker-Watson) Little Red Hen Still Cooking After All These Years (CJ Fundamentals) Tasty Pizza Restaurant (Meeker-Watson) My Kitchen Door (Meeker-Watson) Hot Potato (Anne)

 content-specific components

COMPONENT	REQUIRED	SUGGESTED
Dramatic Play		Grocery Store Pizza Shop Cooking/Kitchen



BLUE VALLEY CURRICULUM & INSTRUCTION
Early Childhood



Theme 5 Traditional Tales (Ie: Gingerbread)

essential skills and content

<p>Overview 3 Weeks</p>	<p>Traditional Tales is about learning through stories involving repetition, rhyme and imagination.</p>	
<p>Essential Questions</p>	<p>How do I solve problems? How are the stories the same? How are the stories different? What rules should I follow to keep myself safe?</p>	
<p>Content/Skills</p>	<p>Pre-3 Literature (with prompting)</p> <ul style="list-style-type: none"> • Asks and answers simple questions using pictures • Retells some events from a familiar story (e.g. what happened to baby bears chair) • Identifies illustrations and texts • Engages in reading activities and groups (e.g. choral responses, fills in familiar phrases) 	<p>Pre – 4 Literature (with prompting)</p> <ul style="list-style-type: none"> • Use illustrations to retell parts of the story • Identify character and setting • Compares and contrasts familiar stories (e.g. compare settings, characters and events in stories such as Bear Snores On Series, Gingerbread Stories, Goldilocks variations)
	<p>Informational Text</p> <ul style="list-style-type: none"> • Asks and answers simple questions • Demonstrates understanding of parts of the book (front and back) 	<p>Informational Text (with prompting)</p> <ul style="list-style-type: none"> • Asks and answers questions about text • Answers why questions based on text (why did the fox offer to take the gingerbread man across the river?)

	Foundational Skills <ul style="list-style-type: none"> • Holds book right side up to look at pictures • Pretend reading • Recognizes name in print • Speaks fluently (e.g. saying baseball instead of base + ball) 	Foundational Skills <ul style="list-style-type: none"> • Claps and/or snaps syllables • Recognize rhyming words • Groups letters together makes words (e.g. touching each word when read) • Begins to demonstrate letter sound correspondence
	Writing <ul style="list-style-type: none"> • Begins to use drawings to represent thoughts and ideas • Attempts to write name (e.g. makes marks) 	Writing <ul style="list-style-type: none"> • Uses pictures and words to express thoughts (e.g., journaling, class books) • Can answer questions by recalling information (what do you cook at home?) • In response to questions can depict the answer in drawings
	Speaking and Listening <ul style="list-style-type: none"> • Engages in a conversation for three or more verbal turns • Uses language to describe pictures or objects 	Speaking and Listening <ul style="list-style-type: none"> • Uses language to share about a drawing • Uses spatial and temporal concepts to describe • Asks questions for clarification
	Language <ul style="list-style-type: none"> • Understands simple opposites • Expands vocabulary through conversation and reading • Uses prepositions • Identifies familiar object by given definition (eg. what is soft and says meow?) 	Language <ul style="list-style-type: none"> • Uses a variety of preposition words • Demonstrates an understating that some words have multiple meanings (eg. run, jog, leap) • Prints some letters

 balanced assessment

COMPONENT	REQUIRED	SUGGESTED
Formative Assessment	Teacher Observation	Checklist of Skills

Summative Assessment

District-Wide
Common Assessment
 learning experiences

COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	<p>Pre-3 - Gingerbread Man by Karen Schmidt</p> <p>Pre-4 Gingerbread Man by Karen Schmidt</p> <p>Nursery Rhyme: The Muffin Man</p>	<p>The Gingerbread Girl by Lisa Campbell Ernst</p> <p>The Gingerbread Pirates-Kristen Kladstrup</p> <p>Gingerbread Friends-Jan Brett</p> <p>Gingerbread Baby-Jan Brett</p> <p>The Gingerbread Bear-Robert Dennis</p> <p>The Gingerbread Cowboy-Janet Squires</p> <p>The Gingerbread Girl goes Animal Crackers- Lisa Campbell Ernst</p> <p>Simple Gingerbread Man books: http://www.amazon.com/Gingerbread-Man-First-Reading-Level/dp/0794513778/ref=sr_1_9?s=books&ie=UTF8&qid=1428935434&sr=1-9&keywords=gingerbread+man+easy http://www.amazon.com/Gingerbread-Man-Emma- </p>

COMPONENT	REQUIRED	SUGGESTED
		Dodd/dp/0843126280/ref=sr_1_7?s=books&ie=UTF8&qid=1428935677&sr=1-7&keywords=gingerbread+man+board+book http://www.amazon.com/Touch-Fairy-Tales-Gingerbread-Ladybird/dp/1409304469/ref=sr_1_6?s=books&ie=UTF8&qid=1428935677&sr=1-6&keywords=gingerbread+man+board+book
Content Literacy /Writing		Gingerbread Journal (where would your gingerbread man go? Or What kind of gingerbread man do you want to be?) Draw a gingerbread man
Technology / Media		All Around the Kitchen (Meeker-Watson) Applesauce (Meeker-Watson) John the Rabbit (Meeker-Watson) Gingerbread Man (CJ Fundamentals) The Three Bears Boogie (CJ Fundamentals) Chicky Licky and Her Fine Feather Friends (CJ Fundamentals) Little Red Riding Hood (CJ Fundamentals) Applesauce (Meeker-Watson) John the Rabbit (Meeker-Watson)
Differentiation / Intervention		

 content-specific components

Dramatic Play		Gingerbread bakery Three Little Bears Jack and the Beanstalk Kitchen (making soup for Stone Soup)
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BLUE VALLEY CURRICULUM & INSTRUCTION




Theme 6 -- WINTER

essential skills and content			
Overview	This winter theme is about what animals and people do in Winter		
Essential Questions	What do animals do in winter? What do people do in winter? What is the weather like in winter?		
Content/Skills	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Pre-3</p> <p>Literature (with prompting)</p> <ul style="list-style-type: none"> • Asks and answers questions using pictures • Uses pictures retell events from a familiar story • When looking at pictures personally relates to parts of the story (picture walk -- look, I see a girl, I'm a girl) • Identifies illustrations and texts </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Pre-4</p> <p>Literature (with prompting)</p> <ul style="list-style-type: none"> • Retells events from familiar story (beginning, middle, and end and more details) • Identifies characters, setting, and major events • Asks and answers question about new vocabulary • Introduce a variety of texts (story, poems, songs) • Identifies the author writes the story and the illustrator draws the pictures </td> </tr> </table>	<p>Pre-3</p> <p>Literature (with prompting)</p> <ul style="list-style-type: none"> • Asks and answers questions using pictures • Uses pictures retell events from a familiar story • When looking at pictures personally relates to parts of the story (picture walk -- look, I see a girl, I'm a girl) • Identifies illustrations and texts 	<p>Pre-4</p> <p>Literature (with prompting)</p> <ul style="list-style-type: none"> • Retells events from familiar story (beginning, middle, and end and more details) • Identifies characters, setting, and major events • Asks and answers question about new vocabulary • Introduce a variety of texts (story, poems, songs) • Identifies the author writes the story and the illustrator draws the pictures
<p>Pre-3</p> <p>Literature (with prompting)</p> <ul style="list-style-type: none"> • Asks and answers questions using pictures • Uses pictures retell events from a familiar story • When looking at pictures personally relates to parts of the story (picture walk -- look, I see a girl, I'm a girl) • Identifies illustrations and texts 	<p>Pre-4</p> <p>Literature (with prompting)</p> <ul style="list-style-type: none"> • Retells events from familiar story (beginning, middle, and end and more details) • Identifies characters, setting, and major events • Asks and answers question about new vocabulary • Introduce a variety of texts (story, poems, songs) • Identifies the author writes the story and the illustrator draws the pictures 		

	<p>Informational Text (non-fiction)</p> <ul style="list-style-type: none"> • When looking at pictures personally relates to parts of the story (picture walk – look, I see a girl I’m a girl) • Identifies illustrations and texts 	<p>Informational Text (non-fiction) (with prompting)</p> <ul style="list-style-type: none"> • Answers questions connecting the events or information given within text • Answers “why” questions based on text (e.g. why do you need an umbrella) • Identifies the author writes the story and the illustrator draws the pictures • Identifies parts of the book: front cover, back cover, title page
	<p>Foundational Skills</p> <ul style="list-style-type: none"> • Demonstrates an understanding that text is read front to back, top to bottom, or left to right (e.g., schedules/routine pictures, sequence pictures, and simple books) • Recognizes name in print • Recognizes letters of their name • Demonstrates pretend reading • Holds book right side up to look at pictures • Understands that book is read front to back. 	<p>Foundational Skills</p> <ul style="list-style-type: none"> • Identifies initial sound in simple words (e.g., cat /c/, dog /d/, pan /p/) • Recognizes and name letters in first name • Recognizes and identify some upper and lowercase letters • Claps and/or snaps syllables (cat = 1 clap) • Understanding that text is read front to back, top to bottom, or left to right (e.g. schedules/routine pictures, sequence pictures, and simple books)
	<p>Writing</p> <ul style="list-style-type: none"> • Attempts to write name (e.g., makes marks) • Shared writing opportunities (e.g., in a group setting, children tell what happened and teacher draw, journaling, and class books) 	<p>Writing</p> <ul style="list-style-type: none"> • Shared research (e.g., have children talk about likes/dislikes about books, talk about family traditions, etc.) • In response to questions adds detail to drawings and use emergent writing (e.g., beginning writing words)
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Engages in a conversation for three or more verbal turns • Uses language to describe pictures or objects • Beginning use of conversation rules (e.g., gaining attention, looking at one another, appropriate volume, listening to others and taking turns speaking about the topic under discussion) 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Uses spatial and temporal concepts to describe • Uses language to share about a drawing • Follows conversation rules (e.g., gaining attention, looking at one another, appropriate volume, listening to others and taking turns speaking about the topic under discussion)

	<p>Language</p> <ul style="list-style-type: none"> • Uses prepositions • Identifies familiar object by given definition (e.g., what is soft and says meow?) • Uses marks, strokes, or scribbles to write letters 	<p>Language</p> <ul style="list-style-type: none"> • Uses a variety of prepositions • Expands vocabulary of multiple meaning and unknown words • Prints some letters (upper and lower)
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 balanced assessment		
COMPONENT	REQUIRED	SUGGESTED
Formative Assessment		
Summative Assessment		
District-Wide Common Assessment		

 learning experiences		
COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	<p>Pre 3:</p> <p>Animals in Winter (Henrietta Bancroft)</p> <p>Snowman and Night (Caralyn Buehner)</p> <p>Pre4:</p> <p>Animals in Winter (Henrietta Bancroft)</p> <p>Bear Snores On (Karma Wilson)</p> <p>Nursery Rhyme:</p> <p>Three Little Kittens Who Lost Their Mittens</p>	<p>The Mitten</p> <p>The Jacket I Wear in the Snow</p> <p>Ten on the Sled</p> <p>The Snowy Day</p> <p>A Bed for the Winter (non-fiction)</p> <p>Hibernation Station</p>

COMPONENT	REQUIRED	SUGGESTED
Content Literacy / Writing		Journal: I like to _____ in the snow Journal: Draw Mat Man with winter clothing Journal: Draw a snowman
Technology / Media		Grizzly Bear (Watson) I Have a Box (winter clothing) North Wind Doth Blow (Watson)
Differentiation / Intervention		

 content-specific components

COMPONENT	REQUIRED	SUGGESTED
Dramatic Play		<ul style="list-style-type: none"> • caves with boxes – children decorate ice cave with white items, forest cave with brown items, stuffed bears • ice fishing on laminated paper taped to the carpet • hot cocoa stand and ice skating – fuzzy socks, brown felt & cotton bells
Art		<ul style="list-style-type: none"> • blue paper, white paint at easel • ice cube painting: 1:1 paint & water frozen in small cups with popsicle sticks, paint with the frozen cubes • paint cup shape with hot choc., add pulled cotton balls for steam • “My Snowman Melted:” white paint/glue mix open-ended, lay on pre-cut hat, carrot nose, arms, scarf, googly eyes • qtip dots, snow painting

COMPONENT	REQUIRED	SUGGESTED
Cooking		<ul style="list-style-type: none"> • symmetrical mittens: collage with matching shapes • tea painting with <i>Bear Snores On</i> • Melted Snowman Cookies: round sugar cookie, white frosting, big marshmallow, m&ms (look on Pinterest!) • fajita-size flour tortilla snowflakes: cut with clean scissors, spread butter, brown in electric skillet, sprinkle with powdered sugar, EAT! • make hot chocolate
Vocabulary		<ul style="list-style-type: none"> • brew tea; pop popcorn – with <i>Bear Snores On</i> • see additional file for vocabulary file



BLUE VALLEY CURRICULUM & INSTRUCTION
Early Childhood



Community Worker

essential skills and content

Overview	Community environment, how different occupations throughout the community aide to people within the community.	
Essential Questions	How do community helpers help us? What is a community helper? How do I know they're a community helper?	
Content/Skills	<p>Pre-3</p> <p>Literature (with prompting)</p> <ul style="list-style-type: none"> • Asks and answers questions using pictures • Compares and contrasts part of the story to self • Engages in reading activities and groups (e.g. choral responses, fills in familiar phrases) 	<p>Pre – 4</p> <p>Literature (with prompting)</p> <ul style="list-style-type: none"> • Asks and answers questions about text • Actively engages in reading activities (requesting books being read, recites rhymes, and fingerplays)
	<p>Informational Text (Non-fiction)</p> <ul style="list-style-type: none"> • When looking at pictures personally relates to parts of the story (picture-walk) – look, I see a girl, I'm a girl. • With prompting, identifies similarities between two similar texts – in illustration (e.g. reading books about gardening finding flower, plants, and dirt within both books) 	<p>Informational Text (Non-fiction) (with prompting)</p> <ul style="list-style-type: none"> • Asks and answers questions about text • Identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

	<p>Foundational Skills</p> <ul style="list-style-type: none"> • Recognizes that two words rhyme • Speaks fluently (e.g. saying baseball instead of base + ball) • Text and letters have meaning (e.g. environmental print stop signs, M for McDonalds) 	<p>Foundational Skills</p> <ul style="list-style-type: none"> • Blends and segments words (eg. child blends two to three syllables into a word and three to four separate sounds into words, when the sounds and syllables are provided slowly and in the correct order (e.g., adult says, "Tell me what word these sounds make: b - a - t" and the child says, "bat"; adult says, "bi - cy - cle" and child says, "bicycle"; adult says "ba - na - na" and child says "banana"). • Recognize and produce rhyming words • Reads environmental print
	<p>Writing</p> <ul style="list-style-type: none"> • With support, imitates simple shapes and/or strokes • Shared writing opportunities (eg. in a group setting, children tell what happened and teacher draws, journaling, and class books) 	<p>Writing</p> <ul style="list-style-type: none"> • In response to questions adds detail to drawings and use emergent writing (eg. beginning writing words)
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Uses basic concepts in spoken language • Beginning use of conversation rules (e.g., gaining attention, looking at one another, appropriate volume, listening to others and taking turns speaking about the topic under discussion) 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Uses spatial and temporal concepts to describe • Engages in conversation with adults and peers in small and large group
	<p>Language</p> <ul style="list-style-type: none"> • Uses prepositions • Speaks in 3-4 word sentences • Some words have multiple meanings (eg. run, jog, leap) 	<p>Language</p> <ul style="list-style-type: none"> • Understands opposites • Some words have multiple meanings (eg. run, jog, leap)

 **balanced assessment**

COMPONENT	REQUIRED	SUGGESTED
Formative Assessment	Teacher Observation	Checklist of Skills

Summative Assessment

**District-Wide
Common Assessment**

 **learning experiences**

COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	Pre-3 – Mat Man Hats Whose Hat It Is (Sharon Katz-Cooper)	A Very Busy Firehouse, Fire Safety Firebears The Rescue Team Dot the Fire Dog Trashy Town by David Clemesha and Andrea Zimmerman
	Pre-4 Mat Man Hats Whose Hat It Is (Sharon Katz-Cooper)	

Content Literacy /Writing

Who wears a construction hat?
 Where does the doctor work?
 My favorite job is?
 Drawing Mat Man for different hats

Technology / Media

I have a box
 5 Little Monkeys
 Ballet Dancing Truck Driver
 Early in the Morning

**Differentiation /
Intervention**

COMPONENT	REQUIRED	SUGGESTED
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content-specific components		
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Dramatic Play		Community Works (Post office, dentist, doctor, vet, beauty shop, bakery, firestation)
Art		Post office – <ul style="list-style-type: none"> • Paint boxes to make a mail truck • Cut color paste mail truck Dentist <ul style="list-style-type: none"> • Cut color paste toothbrush • Mouth with beans or marshmallows • Paint with toothbrushes • Yellow tooth -paint with white paint and corn • White tooth and each paint is scented Doctor <ul style="list-style-type: none"> • Doctor bag • Make x-ray • Old time doctor hat with reflector Vet <ul style="list-style-type: none"> • Animal painting (fish in the bowl and gravel) • Make a cage with string Beauty Shop <ul style="list-style-type: none"> • Paint with fingernail brushes Bakery <ul style="list-style-type: none"> • Bakers hat • Blueberry muffin with paper muffin liner and then draw on the top and dot the seeds with fingers Fire Station <ul style="list-style-type: none"> • Dot the fire dog picture • Fire truck • Make flames with forks and paint



BLUE VALLEY CURRICULUM & INSTRUCTION



Theme 8: Transportation

essential skills and content		
Overview	Transportation is about discovering different ways to get from here to there.	
Essential Questions	How am I going to get where I need to go? Why is it important to follow transportation rules? Different transportation available in my community?	
Content/Skills	Pre - 3 Literature (with prompting) <ul style="list-style-type: none"> When looking at pictures personally relates to parts of the story Can compare and contrast parts of the story to self 	Pre – 4 Literature (with prompting) <ul style="list-style-type: none"> Identify characters, setting, and major events Asks and answers questions about new vocabulary
	Informational Text <ul style="list-style-type: none"> With prompting asks and answers simple questions about non-fiction text (e.g., who, what, what doing, where, why, and when) 	Informational Text (with prompting) <ul style="list-style-type: none"> Answers “why” questions based on text
	Foundational Skills <ul style="list-style-type: none"> Recognizes that two words rhyme Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound) 	Foundational Skills <ul style="list-style-type: none"> Produces and recognize rhyming words Blends and segments words (e.g., child blends two to three syllables into a word and three to four separate sounds into words, when the sounds and syllables are provided)

		slowly and in the correct order (e.g., adult says, "Tell me what word these sounds make: b - a - t" and the child says, "bat"; adult says, "bi - cy - cle" and child says, "bicycle"; adult says "ba - na - na" and child says "banana").
	<p>Writing</p> <ul style="list-style-type: none"> • Shared writing opportunities (e.g., in a group setting, children tell what happened and teacher draws, journaling, and class books) • Attempts to write name (e.g., makes marks) 	<p>Writing</p> <ul style="list-style-type: none"> • In response to questions adds detail to drawings and use emergent writing (e.g., beginning writing words) • Shared research (e.g., have children talk about likes/dislikes about books, talk about family traditions, etc.) • Legibly writes name
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Asks questions for clarification • Uses basic concepts in spoken language • Uses language to describe pictures or objects 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Asks questions for clarification • Uses spatial and temporal concepts to describe • Uses language to share about a drawing
	<p>Language</p> <ul style="list-style-type: none"> • Attempts to scribble and write words • Uses question words • Identifies familiar object by given definition (e.g., what is soft and says meow?) • Understands simple opposites 	<p>Language</p> <ul style="list-style-type: none"> • Attempts to write words phonetically • Writes from left to right

Summative Assessment

**District-Wide
Common Assessment**

 **learning experiences**

COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	<p>Pre-3 Mat Man On The Go by Jan Z Olsen Whose Vehicle Is This?: Sharon Kratz Cooper</p> <p>Pre-4 Mat Man On the Go by Jan Z. Olsen Rattletrap Car by Phyllis Root</p>	<p><u>Cars, Trucks, Trains</u> -Maisy Goes to the City -Subway -Big Chickens Go to Town -Truck Stop -Don't Let the Pigeon Drive the Bus -Little Blue Truck -Mr. Gumpy's Motor Car -Freight Train Sputter, Sputter, Sput</p> <p>-Railroad Toad Things That Go! James Buckley True or False? Transportation: Daniel Nunn</p>
		<p><u>Space</u> -Martian Rock -I Want to Be an Astronaut -Toys in Space -The Boy Who Cried Alien -The Way Back Home -Aliens Love Underpants -There's No Place Like Space -The Boy Who Cried Alien -Sheep on a Ship</p>

COMPONENT	REQUIRED	SUGGESTED
		<p><u>Airplane</u> -First Flight -Planes Fly -Amazing Airplanes -Flying</p> <p><u>Boats</u> -Sail Away</p> <p><u>Not a Box:</u> -Ships Ahoy -Not a Stick -Not a Box -The Most Magnificent Thing</p> <p><u>Country/City</u> -Sheep in a Jeep -People People Everywhere</p> <p>Nursery Rhyme Wheels on the Bus Row Row Row Your Boat London Bridge</p> <p>Social/Emotional First Flight: feeling scared Rattletrap Car: problem solving, working together Mr. Gumpy's Motor Car: problem solving, working together</p>
Content Literacy / Writing		<p>Classifying/sorting various forms of transportation according to where they travel, their features, etc. Segmenting vehicle words Draw a picture of transportation items</p>

COMPONENT	REQUIRED	SUGGESTED
Technology / Media		Rhyming Words (Apple Tree) Riding in the Car (Apple Tree) My Little Red Wagon (Apple Tree) Rules of the Bus (Apple Tree) YouTube space?? Steve and Greg or show video of rocket blastoff

**Differentiation /
Intervention**

content-specific components		
COMPONENT	REQUIRED	SUGGESTED
Dramatic Play		Airport Not a Box – make vehicles Outer Space City Car Wash Train/Subway Station
Art		Cutting shapes, lines, and curves to build different modes of transportation Free draw/journal of transportation



BLUE VALLEY CURRICULUM & INSTRUCTION



Theme 9: Spring

essential skills and content

Overview	Spring is learning about what happens in the spring season and how things grow and change.	
Essential Questions	How do you know it is spring? (rain, getting warmer, flowers start to grow, leaves start to grow on trees, animals come out of hibernation)	
Content/Skills	<p>Pre – 3 Literature (with prompting)</p> <ul style="list-style-type: none"> • Using pictures to retell events from a familiar story • Compare and contrast parts of the story to self (e.g. I eat fruit like the caterpillar) • Identifies illustrations and texts 	<p>Pre-4 Literature (with prompting)</p> <ul style="list-style-type: none"> • Retelling events from familiar story (beginning, middle and end and more details) • Identify characters, setting and major events • Compares and contrasts familiar stories (e.g. compare settings, characters and events in stories such as Bear Snores On Series, Gingerbread Stories, Goldilocks variations) • Asks and answers questions about text • Actively engages in reading activities (requesting books being read, recites rhymes, and fingerplays)

	<p>Informational Text (non-fiction)</p> <ul style="list-style-type: none"> • With prompting asks and answers simple questions about non-fiction text (who, what, what doing, where, why, and when) • Uses pictures to retell details of non-fiction text • Engages in reading activities and groups (e.g. comments on text and/or pictures) 	<p>Informational Text (non-fiction) (with prompting)</p> <ul style="list-style-type: none"> • Retells key details on text using pictures • Asks and answers questions about text • Actively engages in reading activities (asks for books to be read, comments on pictures and/or text) • Identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures)
	<p>Foundational Skills</p> <ul style="list-style-type: none"> • With prompting, shows beginning awareness of sound difference and may start to associate it with letters or symbols • Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound). • Recognizes that two words rhyme • Recognizes first letter in their name 	<p>Foundational Skills</p> <ul style="list-style-type: none"> • Identifies initial sound in simple words • Produces and identifies rhyming words • Understanding that text is read front to back, top to bottom, or left to right (e.g. schedules/routine pictures, sequence pictures, and simple books) • Understands that spoken words can be represented in writing (e.g. when teacher speaks “cat” and then writes the letter C a t) • Grouping letters together makes words (e.g. touching each word when read) • Recognizes and name letters in first name • Recognize and identify some upper and lowercase letters
	<p>Writing</p> <ul style="list-style-type: none"> • Begins to use drawings to represent thoughts and ideas • Attempts to scribble and write words • Shared writing opportunities- Children tell what happens and teacher draws. • Recalls past events 	<p>Writing</p> <ul style="list-style-type: none"> • Uses pictures and words to express thoughts (eg. journaling, class books) • In response to questions adds detail to drawings and use emergent writing (eg. beginning writing words) • Answers questions by recalling information (eg. Can you draw your favorite thing over winter break?)

	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Answers simple WH questions (what, where, who) • Uses language to describe pictures and objects • Engages in conversation • Uses basic concepts in spoken language (qualitative & quantitative concepts). • Speaks clearly (able to be understood by others, appropriate volume, etc) 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Answers WH questions (what, where, who, why, how) including key details. • Uses language to share about a drawing. • Uses spatial and temporal concepts to describe. • Follows conversation rules (e.g., gaining attention, looking at one another, appropriate volume, listening to others and taking turns speaking about the topic under discussion).
	<p>Language</p> <ul style="list-style-type: none"> • Understand that some words have multiple meanings. • Uses Prepositions • Can identify familiar object by given definition • Expands vocabulary through conversation and reading 	<p>Language</p> <ul style="list-style-type: none"> • Expands vocabulary of multiple meanings and unknown words. • Uses a variety of prepositional words • Attempts to write words phonetically • Expands vocabulary through conversation

 **balanced assessment**

COMPONENT	REQUIRED	SUGGESTED
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Formative Assessment

Summative Assessment

**District-Wide
Common Assessment**

 **learning experiences**

COMPONENT	REQUIRED	SUGGESTED
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COMPONENT	REQUIRED	SUGGESTED
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Suggested Resources/ Learning Experiences	Pre3: The Very Hungry Caterpillar (Eric Carle) How a Seed Grows (Helene Jordan) –From Harper Collins	
	Pre4: Grow Flower Grow (Lisa Bruce) - Scholastic How a Seed Grows (Helene Jordan) –From Harper Collins	
	Nursery Rhyme: Mary Mary Quite Contrary	
	Fairy Tale: Jack and The Beanstalk	

Content Literacy

Technology / Media

**Differentiation /
Intervention**

 content-specific components

COMPONENT	REQUIRED	SUGGESTED
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BLUE VALLEY CURRICULUM & INSTRUCTION



Theme 10 Outdoors

essential skills and content			
Overview	Learning about animals, nature and outdoor activities.		
Essential Questions	How do I learn about nature? How do I interact with nature and outdoor animals?		
Content/Skills	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Pre – 3 Literature (with prompting)</p> <ul style="list-style-type: none"> • When looking at pictures personally relates to parts of the story (picture walk – look, I see a girl I’m a girl) • Compares and contrasts parts of the story to self. (e.g., I eat fruit like the caterpillar, I like to eat candy) • Engages in reading activities and groups (e.g. choral responses, fills in familiar phrases) </td> <td style="width: 50%; vertical-align: top;"> <p>Pre – 4 Literature (with prompting)</p> <ul style="list-style-type: none"> • Identifies characters, setting, and major events • Asks and answers question about new vocabulary • Compares and contrasts familiar stories (e.g., compare settings, characters and events in stories such as Bear Snores On Series, Gingerbread Stories, Goldilocks variations) </td> </tr> </table>	<p>Pre – 3 Literature (with prompting)</p> <ul style="list-style-type: none"> • When looking at pictures personally relates to parts of the story (picture walk – look, I see a girl I’m a girl) • Compares and contrasts parts of the story to self. (e.g., I eat fruit like the caterpillar, I like to eat candy) • Engages in reading activities and groups (e.g. choral responses, fills in familiar phrases) 	<p>Pre – 4 Literature (with prompting)</p> <ul style="list-style-type: none"> • Identifies characters, setting, and major events • Asks and answers question about new vocabulary • Compares and contrasts familiar stories (e.g., compare settings, characters and events in stories such as Bear Snores On Series, Gingerbread Stories, Goldilocks variations)
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	<p>Informational Text (non-fiction)</p> <ul style="list-style-type: none"> When looking at pictures personally relates to parts of the story (picture walk – look, I see a girl I’m a girl) 	<p>Informational Text (non-fiction) (with prompting)</p> <ul style="list-style-type: none"> Answers “why” questions based on text (e.g., why do you need an umbrella) Retells key details on text using pictures
	<p>Foundational Skills</p> <ul style="list-style-type: none"> Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound). Shows beginning awareness of sound difference and may start to associate it with letters or symbols 	<p>Foundational Skills</p> <ul style="list-style-type: none"> Blends and segments words (e.g., child blends two to three syllables into a word and three to four separate sounds into words, when the sounds and syllables are provided slowly and in the correct order (e.g., adult says, "Tell me what word these sounds make: b - a - t" and the child says, "bat"; adult says, "bi - cy - cle" and child says, "bicycle"; adult says "ba - na - na" and child says "banana"). Blends and segments initial sounds (e.g., child identifies same and different sounds in words by recognizing words with the same/different initial and ending sounds and producing words with same initial sounds (e.g., adult says, "Tell me some other words that start with the same sound as "bear," and the child says "ball," "bagel," "baby"; adult says, "Tell me some words that start with different sounds than "bear" and child says, "cow" and "dog"). Begin to demonstrate letter sound correspondence
	<p>Writing</p> <ul style="list-style-type: none"> Shared writing opportunities (e.g., in a group setting, children tell what happened and teacher draws, journaling, and class books) 	<p>Writing</p> <ul style="list-style-type: none"> In response to questions adds detail to drawings and use emergent writing (e.g., beginning writing words) Shared research (e.g., have children talk about likes/dislikes about books, talk about family traditions, etc.)

	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Engages in a conversation for three or more verbal turns Asks questions for clarification Speaks clearly (able to be understood by others, appropriate volume, etc.) 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Engages in multiple on-topic verbal exchanges Speaks clearly (able to be understood by others, appropriate volume, etc) to express ideas and feelings
	<p>Language</p> <ul style="list-style-type: none"> Attempts to scribble and write words Some words have multiple meanings (e.g., run, jog, leap) Expands vocabulary through conversation and reading Understands simple opposites 	<p>Language</p> <ul style="list-style-type: none"> Attempts to write words phonetically Writes from left to right Expands vocabulary of multiple meaning and unknown words Understands opposites

 **balanced assessment**

COMPONENT	REQUIRED	SUGGESTED
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Formative Assessment

Summative Assessment

District-Wide
Common Assessment

 **learning experiences**

COMPONENT	REQUIRED	SUGGESTED
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COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	<p>Pre-3</p> <p>Outdoor Opposites- Brenda Williams/Rachel Oldfield (Barefoot Books)</p> <p>Big Red Barn by Margaret Wise Brown</p> <p>Hello Day by Anita Lobel</p> <p>Pre-4</p> <p>Fred and Ted Go Camping by. Peter Eastman</p> <p>Mrs. Wishy Washy’s Farm by Karma Wilson</p> <p>Hello Day by Anita Lobel</p>	<p>Maisy Goes Camping (Lucy Cousins)</p> <p>Rosie’s Walk (Pat Hutchins)</p>

Content Literacy

Technology / Media

Differentiation / Intervention

 content-specific components

COMPONENT	REQUIRED	SUGGESTED
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