

Reading Pre-Kindergarten

Grade: PK

Course: Reading PK

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Tricia Engineri, Karen Murphy*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	September 2008	October 2008
Theme	<p>Theme:</p> <ul style="list-style-type: none"> • Welcome • Bus Safety • Apples <p>Approximate timeframe of theme: 3 weeks, 3 weeks, 1 week</p>	<p>Theme:</p> <ul style="list-style-type: none"> • Caterpillars to Butterflies • Fire Safety <p>Approximate timeframe of theme: 4 weeks, 1 week</p>
Content	<p><u>Teacher Instructed</u> (done orally)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> • Fiction -- <i>My Nursery School</i> by Rockwell • Non-fiction -- <i>Making Friends</i> by Rogers, <i>Appletree</i> by Watts • Nursery Rhymes -- <i>The Eensy Weensy Spider</i> by Trapani • Alphabet Books -- <i>Alphabet Under Construction</i> by Fleming • Posters • Classbooks • <i>Weekly Readers</i> • Experience and routine charts • Morning Message • Dictated language experience stories • Lyrics to songs • Flannelboard stories and activities <p>Literary elements:</p> <ul style="list-style-type: none"> • title • author <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> • DEAR/SSR -- Independently select a book for quiet reading time (15 minutes daily) • Books available at each center to look at independently • Trip to public library • Storytime daily (large and small group) <p>Share reading experiences to establish, maintain,</p>	<p><u>Teacher Instructed</u> (done orally)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> • Fiction -- <i>The Very Hungry Caterpillar</i> by Carle • Non-fiction -- <i>From Egg to Butterfly</i> by Heilgman • Poetry -- <i>Pumpkin, Pumpkin</i> by Titherington (fall poem) • Posters • Classbooks • <i>Weekly Readers</i> • Experience charts • Morning Message • Dictated language experience stories • Lyrics to songs • Flannelboard stories and activities • Thank You letter <p>Literary elements:</p> <ul style="list-style-type: none"> • title • author <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> • DEAR/SSR -- Independently select a book for quiet reading time (15 minutes daily) • Books available at each center to look at independently • Trip to public library • Storytime daily (large and small group) <p>Share reading experiences to establish, maintain,</p>

	<p>and enhance a personal relationship with peers, or adults (reading together aloud with peers and adults).</p>	<p>and enhance a personal relationship with peers, or adults (reading together aloud with peers and adults)</p>
<p>Skills</p>	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • Vocabulary words introduced orally (apple orchard, apples) • Bus safety • Calendar words • Weather words • Name recognition <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and pictures • Recognize differences between letters and words • Model left to right, top to bottom progression • Locate parts of a book -- beginning • Recognize and interpret familiar signs, words, and symbols from the environment • Introduce first letter in name • Introduce and locate letters of alphabet in morning message (A, S, M) • Recognize sounds letters make and words that begin with that sound (A, S, M) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Compare and contrast • Directionality • Predict and infer • Summarize (beginning, middle, end) • Locate parts of a book -- front, back • Match spoken word to print by pointing to written charts <p>Skills:</p> <ul style="list-style-type: none"> • Interpret information represented in picture and charts • Form an opinion about the difference between events in a story and anticipate what will happen next (orally) • Make connections between personal experiences and stories read • Connect a picture or illustration to a story • Retell a story • Understand the difference between fantasy 	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • Vocabulary words introduced orally (caterpillar, butterfly, chrysalis, milkweed) • Calendar words • Weather words • Name recognition <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and pictures • Recognize differences between letters and words • Model left to right, top to bottom progression • Locate parts of a book -- beginning • Recognize and interpret familiar signs, words, and symbols from the environment • Continue to introduce letters in name • Introduce and locate letters of alphabet in morning message (O, H, P) • Recognize sounds letters make and words that begin with that sound (O, H, P) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Compare and contrast • Directionality • Predict and infer • Summarize (beginning, middle, end) • Locate parts of a book • Match spoken word to print by pointing to written charts <p>Skills:</p> <ul style="list-style-type: none"> • Interpret information represented in picture and charts • Form an opinion about the difference between events in a story and anticipate what will happen next (orally) • Make connections between personal experiences and stories read • Connect a picture or illustration to a story • Retell a story • Understand the difference between fantasy

	<p>and realism</p> <ul style="list-style-type: none"> • Dramatize and retell stories using puppets, toys, and other props • Use illustrations to assist in understanding the content of a text and to anticipate what will happen next (journal page) <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Use picture dictionaries • Use name cards to help recognize name • Introduce the parts of a book (front, back, title page) • Use computer software • Select books independently connected to theme 	<p>and realism</p> <ul style="list-style-type: none"> • Dramatize and retell stories using puppets, toys, and other props • Engage in pre-reading activities to identify what students know, want to know, and have learned (K-W-L) (field trip to apple orchard) <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Use picture dictionaries • Use name cards to help recognize name • Introduce the parts of a book (front, back, title page) • Use computer software • Select books independently connected to theme
Assessment	<ul style="list-style-type: none"> • Observation • Anecdotal records • Oral responses of children • Children's work • Journal entries • Photographs 	<ul style="list-style-type: none"> • Observation • Anecdotal records • Oral responses of children • Children's work • Journal entries • Photographs
Resources		

Reading Pre-Kindergarten

Grade: PK

Course: Reading PK

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Tricia Engineri, Karen Murphy*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	November 2008	December 2008
Theme	<p>Theme:</p> <ul style="list-style-type: none">FamiliesThanksgivingResponsibility <p>Approximate timeframe of theme: 3 weeks, 1 week, 3 weeks</p>	<p>Theme:</p> <ul style="list-style-type: none">Caring and SharingHoliday Celebrations <p>Approximate timeframe of theme: 3 weeks, 3 weeks</p>
Content	<p><u>Teacher Instructed</u> (done orally)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none">Fiction -- <i>One Little, Two Little, Three Little Pilgrims; Ten Little Pilgrims</i> by HennessyNon-fiction -- <i>All Kinds of Families</i> by SimonFairy Tales -- <i>Goldilocks and the Three Bears</i> by SimonAlphabet booksPoetry -- Family poemPostersClass books<i>Weekly Readers</i>Experience and routine chartsMorning MessageDictated language experience storiesLyrics to songsFlannel board stories and activitiesPicture dictionariesRhyming <p>Literary elements:</p> <ul style="list-style-type: none">titleauthorillustratorplot <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none">DEAR/SSR -- Independently select a book for quiet reading time (15 minutes daily)Books available at each center to look at independentlyTrip to public library	<p><u>Teacher Instructed</u> (done orally)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none">Fiction -- <i>The Gingerbread Baby</i> by Brett; <i>The Gingerbread Man</i> by Aylesworth; <i>The Gingerbread Boy</i> by KnopfNon-fiction -- <i>The Eight Days of Hannukkah</i> by ZiefertPoetry -- <i>Twas the Night Before Christmas</i> by RosalesPostersClass books<i>Weekly Readers</i>Experience and routine chartsMorning MessageDictated language experience storiesLyrics to songsRhymingPicture dictionariesFriendly letter <p>Literary elements:</p> <ul style="list-style-type: none">titleauthorillustratorcharactersplot <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none">DEAR/SSR -- Independently select a book for quiet reading time (15 minutes daily)Books available at each center to look at independentlyTrip to public library

	<ul style="list-style-type: none"> • Story time daily (large and small group) <p>Share reading experiences to establish, maintain, and enhance a personal relationship with peers, or adults (reading together aloud with peers and adults).</p>	<ul style="list-style-type: none"> • Story time daily (large and small group) <p>Share reading experiences to establish, maintain, and enhance a personal relationship with peers, or adults (reading together aloud with peers and adults).</p>
Skills	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • Vocabulary words introduced orally (responsibility, Thanksgiving, turkey, autobiography, November) • Name recognition • Family member names <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and pictures • Recognize differences between letters and words • Model left to right, top to bottom progression • Locate parts of a book -- beginning and middle • Recognize and interpret familiar signs, words, and symbols from the environment (environmental print) • Continue to introduce letters in name • Introduce and locate letters of alphabet in morning message (N, F, T) • Recognize the sound letters make and determine other words that begin with that sound (N, F, T) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Compare and contrast • Directionality • Sequence of events • Predict and infer • Summarize (beginning, middle, end) • Locate parts of a book • Match spoken word to print by pointing to words <p>Skills:</p> <ul style="list-style-type: none"> • Interpret information represented in picture and charts • Form an opinion about the difference between events in a story and anticipate what will happen next (orally) • Make connections between personal experiences and stories read 	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • Vocabulary words introduced orally (sharing, caring, holiday, Christmas, Hanukah, Kwanzaa, December) • Name recognition • Family member names • Names of friends in class <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and pictures • Recognize differences between letters and words • Distinguish between left to right, top to bottom progression • Locate parts of a book -- beginning and middle • Recognize and interpret familiar signs, words, and symbols from the environment (environmental print) • Continue to introduce letters in name • Introduce and locate letters of alphabet in morning message (D, W, C) • Recognize the sound letters make and determine other words that begin with that sound (D, W, C) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Compare and contrast • Directionality • Sequence of events • Predict and infer • Summarize (beginning, middle, end) • Locate parts of a book • Match spoken word to print by pointing to words <p>Skills:</p> <ul style="list-style-type: none"> • Interpret information represented in picture and charts • Form an opinion about the difference between events in a story and anticipate what will happen next (orally) • Use illustrations to assist in understanding

	<ul style="list-style-type: none"> • Connect a picture or illustration to a story • Retell a story • Understand the difference between fantasy and realism • Dramatize and retell stories using puppets, toys, and other props • Recognize different plots in books by the same author (Mercer Meyer) <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Use picture dictionaries • Use name cards to help recognize name • Introduce the parts of a book (front, back, title page) • Use computer software • Select books independently connected to theme 	<p>the content of a book to anticipate what will happen next (journal entry on "Gingerbread" books)</p> <ul style="list-style-type: none"> • Make connections between personal experiences and stories read • Connect a picture or illustration to a story • Retell a story • Understand the difference between fantasy and realism • Dramatize and retell stories using puppets, toys, and other props • Recognize different plots in books by the same author (Jan Brett) <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Use picture dictionaries • Use name cards to help recognize name • Introduce the parts of a book (front, back, title page) • Use computer software • Select books independently connected to theme
Assessment	<ul style="list-style-type: none"> • Observation • Anecdotal records • Oral responses of children • Children's work • Journal entries • Photographs • Formal assessments 	<ul style="list-style-type: none"> • Observation • Anecdotal records • Oral responses of children • Children's work • Journal entries • Photographs
Resources		

Reading Pre-Kindergarten

Grade: PK

Course: Reading PK

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Tricia Engineri, Karen Murphy*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	January 2009	February 2009
Theme	<p>Theme:</p> <ul style="list-style-type: none"> • Winter • Goals • Arctic Animals <p>Approximate timeframe of theme: 4 weeks, 4 weeks, 4 weeks</p>	<p>Theme:</p> <ul style="list-style-type: none"> • Post Office • Honesty • Valentine's Day <p>Approximate timeframe of theme: 2 weeks, 3 weeks, 1 week</p>
Content	<p><u>Teacher Instructed</u> (done orally)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> • Fiction -- <i>A Penguin Adventure; Snowballs</i> by Ehler • Non-fiction -- <i>Life in the Arctic</i> by Onizores • Poetry -- <i>Antarctic Antics</i> by Sierra; <i>We Like Snow</i> by Eastman; Winter Poem (written by class) • Posters • Class books • <i>Weekly Readers</i> • Experience and routine charts • Morning Message • Dictated language experience stories • Lyrics to songs • Flannel board stories and activities • Picture dictionaries • Rhyming <p>Literary elements:</p> <ul style="list-style-type: none"> • title • author • illustrator • characters • plot <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> • DEAR/SSR -- Independently select a book for quiet reading time (15 minutes daily) • Books available at each center to look at independently • Trip to public library 	<p><u>Teacher Instructed</u> (done orally)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> • Fiction -- <i>A Letter to Amy</i> by Keates; <i>The Bernstein Bears and Telling the Truth</i> by Bernstein • Non-fiction -- <i>Out and About at the Post Office</i> by Shea • Poetry -- <i>What Is Love</i> (class made poem) • Posters • Class books • <i>Weekly Readers</i> • Experience and routine charts • Morning Message • Dictated language experience stories • Lyrics to songs • Flannel board stories and activities • Picture dictionaries • Rhyming • Letters and cards (Valentine's Day) <p>Literary elements:</p> <ul style="list-style-type: none"> • title • author • illustrator • characters • plot <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> • DEAR/SSR -- Independently select a book for quiet reading time (15 minutes daily) • Books available at each center to look at independently • Trip to public library

	<ul style="list-style-type: none"> • Story time daily (large and small group) <p>Share reading experiences to establish, maintain, and enhance a personal relationship with peers, or adults (reading together aloud with peers and adults).</p>	<ul style="list-style-type: none"> • Story time daily (large and small group) <p>Share reading experiences to establish, maintain, and enhance a personal relationship with peers, or adults (reading together aloud with peers and adults).</p>
Skills	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • Vocabulary words introduced orally (winter, winter words, Antarctica, Arctic) • Name recognition • Begin to recognize family member names • Begin to recognize names of friends in class • Calendar and weather words <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and pictures • Recognize differences between letters and words • Model left to right, top to bottom progression • Locate parts of a book (beginning, middle) • Recognize and interpret familiar signs, words, and symbols from the environment (environmental print) • Continue to introduce letters in name • Introduce and locate letters of alphabet in morning message/sounds they make (J, B, E) • Determine other words that start with a specific letter sound (J, B, E) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Compare and contrast • Directionality • Sequence of events • Predict and infer • Summarize (beginning, middle, end) • Locate parts of a book • Match spoken word to print by pointing to written words <p>Skills:</p> <ul style="list-style-type: none"> • Interpret information represented in picture and charts • Form an opinion about the difference between events in a story and anticipate what will happen next (orally) • Make connections between personal 	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • Vocabulary words introduced orally (post office, post master, envelope, address, honesty, Valentine's, February, mail carrier) • Name recognition • Begin to recognize family member names • Begin to recognize names of friends in class • Calendar and weather words <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and pictures • Recognize differences between letters and words • Model left to right, top to bottom progression • Locate parts of a book (beginning, middle, end) • Recognize and interpret familiar signs, words, and symbols from the environment (environmental print) • Continue to introduce letters in name • Introduce letters of alphabet in morning message/sounds they make (L, V, F) • Determine other words that start with a specific letter sound (L, V, F) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Compare and contrast • Directionality • Sequence of events • Predict and infer • Summarize (beginning, middle, end) • Locate parts of a book • Match spoken word to print by pointing to written words <p>Skills:</p> <ul style="list-style-type: none"> • Interpret information represented in picture and charts • Form an opinion about the difference between events in a story and anticipate what will happen next (orally)

	<p>experiences and stories read</p> <ul style="list-style-type: none"> • Connect a picture or illustration to a story • Retell a story • Understand the difference between fantasy and realism • Dramatize and retell stories using puppets, toys, and other props <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Use picture dictionaries • Use name cards to help recognize name • Introduce the parts of a book (front, back, title page) • Use computer software • Select books independently connected to theme 	<ul style="list-style-type: none"> • Make connections between personal experiences and stories read • Connect a picture or illustration to a story • Retell a story • Understand the difference between fantasy and realism • Dramatize and retell stories using puppets, toys, and other props • Engage in pre-reading activities to identify what students know, want to know, and have learned (K-W-L) (trip to post office) <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Use picture dictionaries • Use name cards to help recognize name • Introduce the parts of a book (front, back, title page) • Use computer software • Select books independently connected to theme
Assessment	<ul style="list-style-type: none"> • Observation • Anecdotal records • Oral responses of children • Children's work • Journal entries • Photographs 	<ul style="list-style-type: none"> • Observation • Anecdotal records • Oral responses of children • Children's work • Journal entries • Photographs
Resources		

Reading Pre-Kindergarten

Grade: PK

Course: Reading PK

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Tricia Engineri, Karen Murphy*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	March 2009	April 2009
Theme	<p>Theme:</p> <ul style="list-style-type: none"> • Feelings • Five Senses <p>Approximate timeframe of theme: 5 weeks, 5 weeks</p>	<p>Theme:</p> <ul style="list-style-type: none"> • Spring (Life Cycle of a Frog and a Plant) • Personal Safety <p>Approximate timeframe of theme: 5 weeks, 5 weeks</p>
Content	<p><u>Teacher Instructed</u> (done orally)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> • Fiction -- <i>Today I Feel Silly and Other Moods to Make My Day</i> by Curtis • Non-fiction -- <i>The Five Senses</i> by Alike; <i>Jennie and the Magic Wand</i> by Hermenn • Biography -- <i>A Picture Book of Helen Keller</i> by Adler • Poetry -- Wind Poem (made by class) • Posters • Class books • <i>Weekly Readers</i> • Experience and routine charts • Morning Message • Dictated language experience stories • Lyrics to songs • Flannel board stories and activities • Picture dictionaries • Rhyming • Friendly letter <p>Literary elements:</p> <ul style="list-style-type: none"> • title • author • illustrator • characters • plot • setting <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> • DEAR/SSR -- Independently select a book for quiet reading time (15 minutes daily) • Books available at each center to look at independently 	<p><u>Teacher Instructed</u> (done orally)</p> <p>Genre: Book/story:</p> <ul style="list-style-type: none"> • Fiction -- <i>In My Garden</i> by Cristini • Non-fiction -- <i>From Seed to Plant</i> by Gibbons; <i>From Tadpole to Frog</i> by Pfeffer • Alphabet book -- <i>Chicka, Chicka, Boom, Boom</i> by Martin • Poetry -- Spring Poem (made by class) • Posters • Class books • <i>Weekly Readers</i> • Experience and routine charts • Morning Message • Dictated language experience stories • Lyrics to songs • Flannel board stories and activities • Picture dictionaries • Rhyming • Friendly letter <p>Literary elements:</p> <ul style="list-style-type: none"> • title • author • illustrator • characters • plot • Setting <p><u>Reading for enjoyment and independence:</u></p> <ul style="list-style-type: none"> • DEAR/SSR -- Independently select a book for quiet reading time (15 minutes daily) • Books available at each center to look at independently • Trip to public library

	<ul style="list-style-type: none"> • Trip to public library • Story time daily (large and small group) <p>Share reading experiences to establish, maintain, and enhance a personal relationship with peers, or adults (reading together aloud with peers and adults).</p>	<ul style="list-style-type: none"> • Story time daily (large and small group) <p>Share reading experiences to establish, maintain, and enhance a personal relationship with peers, or adults (reading together aloud with peers and adults).</p>
Skills	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • Vocabulary words introduced orally (feeling words (angry, sad, mad, happy, etc.)) • Five senses (seeing, hearing, tasting, smelling, touching) • Name recognition • Begin to recognize family member names (mom and dad) • Begin to recognize names of friends in class • Calendar and weather words <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and pictures • Recognize differences between letters and words • Model left to right, top to bottom progression • Locate parts of a book (beginning, middle, end) • Recognize and interpret familiar signs, words, and symbols from the environment (environmental print) • Continue to introduce letters in name • Introduce and locate letters of alphabet in morning message/sounds they make (R, U) • Determine other words that start with a specific letter and sound (R, U) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Compare and contrast • Directionality • Sequence of events • Predict and infer • Summarize (beginning, middle, end) • Locate parts of a book • Match spoken word to print by pointing to written words <p>Skills:</p>	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • Vocabulary words introduced orally (Spring words, parts of a plant: root, stem, leaves, bud, flower; stages of a frog's development: egg, tadpole, frog) • Name recognition • Begin to recognize family member names (mom and dad) • Begin to recognize names of friends in class • Calendar and weather words <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and pictures • Recognize differences between letters and words • Model left to right, top to bottom progression • Locate parts of a book (beginning, middle, and end) • Recognize and interpret familiar signs, words, and symbols from the environment (environmental print) • Recognize letters in name • Introduce and locate letters of alphabet in morning message/sounds they make (Q, I) • Determine other words that start with a specific letter sound (Q, I) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Compare and contrast • Directionality • Sequence of events • Predict and infer • Summarize (beginning, middle, end) • Locate parts of a book • Match spoken word to print by pointing to written words <p>Skills:</p>

	<ul style="list-style-type: none"> • Interpret information represented in picture and charts • Use illustrations to assist in understanding the content of a book and to anticipate what will happen next (feelings pictures from feelings books) • Form an opinion about the difference between events in a story and anticipate what will happen next (orally) • Make connections between personal experiences and stories read • Connect a picture or illustration to a story • Retell a story • Understand the difference between fantasy and realism • Dramatize and retell stories using puppets, toys, and other props <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Use picture dictionaries • Use name cards to help recognize name • Introduce the parts of a book (front, back, title page) • Use computer software • Select books independently connected to theme 	<ul style="list-style-type: none"> • Interpret information represented in picture and charts • Form an opinion about the difference between events in a story and anticipate what will happen next (orally) • Make connections between personal experiences and stories read • Connect a picture or illustration to a story • Retell a story • Understand the difference between fantasy and realism • Dramatize and retell stories using puppets, toys, and other props • Engage in pre-reading activities to identify what students know, want to know, learned (K-W-L) (firehouse field trip) <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Use picture dictionaries • Use name cards to help recognize name • Introduce the parts of a book (front, back, title page) • Use computer software • Select books independently connected to theme
Assessment	<ul style="list-style-type: none"> • Observation • Anecdotal records • Oral responses of children • Children's work • Journal entries • Photographs • Begin formal pre-k assessments 	<ul style="list-style-type: none"> • Observation • Anecdotal records • Oral responses of children • Children's work • Journal entries • Photographs • Formal pre-k assessments
Resources		

	<ul style="list-style-type: none"> • Story time daily (large and small group) <p>Share reading experiences to establish, maintain, and enhance a personal relationship with peers, or adults (reading together aloud with peers and adults).</p>	<p>Share reading experiences to establish, maintain, and enhance a personal relationship with peers, or adults (reading together aloud with peers and adults).</p>
<p>Skills</p>	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • Vocabulary words introduced orally (farm animals, things you see on a farm; zoo animals, what you see at the zoo) • Name recognition • Begin to recognize family member names (mom and dad) • Begin to recognize names of friends in class • Calendar and weather words <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and pictures • Recognize differences between letters and words • Model left to right, top to bottom progression • Locate parts of a book (beginning, middle, end) • Recognize and interpret familiar signs, words, and symbols from the environment (environmental print) • Recognizes and names letters in name; reads name • Introduce and locate letters of alphabet in morning message/sounds they make (G, Y, Z) • Determine other words that start with a specific letter sound (G, Y, Z) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Compare and contrast • Directionality • Sequence of events • Predict and infer • Summarize (beginning, middle, end) • Locate part of a book • Match spoken word to print by pointing to written words <p>Skills:</p> <ul style="list-style-type: none"> • Interpret information represented in picture and charts • Form an opinion about the difference 	<p><u>Decoding</u></p> <p>Vocabulary Acquisition:</p> <ul style="list-style-type: none"> • Name recognition • Begin to recognize family member names (mom and dad) • Begin to recognize names of friends in class • Calendar and weather words <p>Skills:</p> <ul style="list-style-type: none"> • Distinguish between print and pictures • Recognize differences between letters and words • Model left to right, top to bottom progression • Locate parts of a book (beginning, middle, end) • Recognize and interpret familiar signs, words, and symbols from the environment (environmental print) • Reads name • Introduce and letters of alphabet in morning message/sounds they make (K, X) • Determine other words that start with a specific letter sound (K, X) <p><u>Comprehension</u></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Compare and contrast • Directionality • Sequence of events • Predict and infer • Summarize (beginning, middle, end) • Locate part of a book • Match spoken word to print by pointing to written words <p>Skills:</p> <ul style="list-style-type: none"> • Interpret information represented in picture and charts • Form an opinion about the difference between events in a story and anticipate what will happen next (orally) • Make connections between personal experiences and stories read

	<p>between events in a story and anticipate what will happen next (orally)</p> <ul style="list-style-type: none"> • Make connections between personal experiences and stories read • Connect a picture or illustration to a story • Retell a story • Understand the difference between fantasy and realism • Dramatize and retell stories using puppets, toys, and other props • Engage in pre-reading activities to identify what students know, want to know, learned (K-W-L) (trip to farm and zoo) <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Use picture dictionaries • Use name cards to help recognize name • Introduce the parts of a book (front, back, title page) • Use computer software • Select books independently connected to theme 	<ul style="list-style-type: none"> • Connect a picture or illustration to a story • Retell a story • Understand the difference between fantasy and realism • Dramatize and retell stories using puppets, toys, and other props <p><u>Study Skills</u></p> <ul style="list-style-type: none"> • Use picture dictionaries • Use name cards to help recognize name • Introduce the parts of a book (front, back, title page) • Use computer software • Select books independently connected to theme
Assessment	<ul style="list-style-type: none"> • Observation • Anecdotal records • Oral responses of children • Children's work • Journal entries • Photographs • Kindergarten screening 	<ul style="list-style-type: none"> • Observation • Anecdotal records • Oral responses of children • Children's work • Journal entries • Photographs
Resources		