



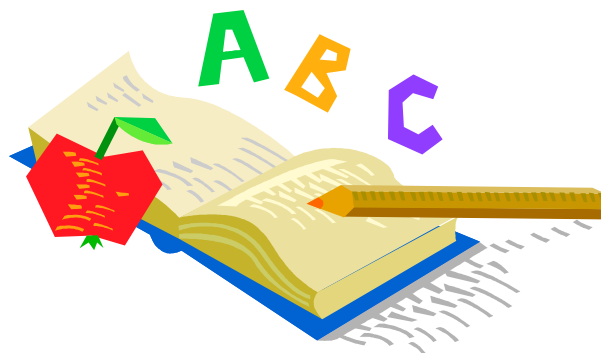
Westampton Township School District

Preschool Teaching and Learning

Curriculum Guide

Preschool

Approved by the Westampton Township Board of Education: May 6, 2013



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Introduction

District Mission Statement

The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child achieves or exceeds proficiency in the current New Jersey Student Learning Standards.

Be open! Be creative! Be accountable!

Vision Statement

To create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff, and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.

Curriculum and Instruction Vision Statement

Westampton Township School District's Office of Curriculum and Instruction is committed to supporting, implementing, and supervising PreK – 8 curriculum that is rigorous, meaningful, differentiated, culturally responsive, and academically challenging to ensure that students receive high-quality instruction that promotes excellence and high expectations, prepares all students for the rigors of high school and postsecondary education and produces dynamic student achievement and lifelong learners.

Preschool Teaching and Learning Education Philosophy

As with the K-12 content standards, the preschool standards were written for all school districts in the state. They are intended to be used as:

- A resource for ensuring appropriate implementation of the curriculum
- A guide for instructional planning
- A framework for ongoing professional development
- A framework for the development of a comprehensive early childhood education assessment system

The curriculum is defined as an educational philosophy for achieving desired educational outcomes through the presentation of an organized scope and sequence of activities with a description and/or inclusion of appropriate instructional materials. The preschool standards are not a curriculum, but are the learning targets for a curriculum. All preschool programs must implement a comprehensive, evidence-based preschool curriculum in order to meet the preschool standards.

Developmentally appropriate teaching practices scaffold successful achievement of the preschool standards. Such practice is based on knowledge about how children learn and develop, how children vary in their development, and how best to support children's learning and development. It is important to note, therefore, that although the preschool domains are presented as discrete areas in this document, the program must be delivered in an integrated manner through the curriculum's daily routines, activities, and interactions.

Preschool educational experiences are intended to stimulate, assist, support, and sustain emergent skills. Preschools aim to offer experiences that maximize young children's learning and development, providing each child with a foundation for current and future school success.

Curriculum Guide

The Preschool Teaching and Learning Curriculum is developed to reflect the mission and vision of the Westampton Township School District. This curriculum incorporates the 2014 New Jersey Student Learning Standards.

The curriculum format and template is largely influenced by Understanding by Design, Expanded 2nd Edition by Grant Wiggins and Jay McTighe. As recognized experts in curriculum and instructional design, we thought it was essential to utilize their work as the foundation for building a comprehensive, practical, and user-friendly curriculum.

This curriculum guide includes instructional objectives, teaching strategies, learning activities, assessments, resources and tools which should be utilized throughout the school year by teachers to ensure that all students receive a rigorous, standards-based instruction. However, since the backward design model acknowledges that there are many "entry points" to writing curriculum and designing units, teachers have opportunity throughout the school year to include additional information in all areas of the curriculum to ensure that there is alignment, clarity, and rigor throughout the curriculum. This curriculum is organized into broad units that can be incorporated into interdisciplinary lessons.

This curriculum's use of individual units, without a direct scope and sequence in the curriculum is to allow for flexibility in the subject areas. The ability to integrate these skills into the classrooms, as well as, develop new units is the key benefit to this approach to the curriculum. Therefore, this guide is ongoing and will continue to evolve as the standards change, research changes and classroom practice determines new ways to teach students and increase student achievement. This document allows for ongoing dialogue and contributions by teachers and administrators to ensure that this guide provides the best education possible for all students.

Preschool Teaching and Learning Curriculum

Theme/Unit:
Me and My School

Suggested Sequence:
September

NJSLS:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem

RL.PK.2 With prompting and support, retell familiar stories or poems.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

RI.PK.2 With prompting and support, recall important facts from a familiar text.

RI.PK.5 Identify the front and back cover of a book

RI.PK.10 Actively participate in read-aloud experiences using age appropriate information books individually and in small and large groups.

RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).

a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten)

RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)

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W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.

W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

W.PK.3 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to describe children's activities

SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.

SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally. SL.PK.3 Ask and answer questions to seek help, get information, or follow directions
activities or ideas real or imagined during play or other activities.

L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d)

Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences.

4.1.1 Count to 20 by ones with minimal prompting.

4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a) Count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c) Instantly recognize, without counting, small quantities of up to 3 objects (i.e., subitize).

4.1.5 Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., counting the number of openings in a muffin tin, then

collecting the number of cubes needed to fill the openings with one cube each).

4.1.6 Compare groups of up to 5 objects

4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges.

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions.

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate.

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion.

9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).

9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).

9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).

9.4.3 Demonstrate understanding of what others think and feel through words or actions.

Big Ideas:

- Receptive and Expressive Language
- Book skills

Knowledge, Skills, and Instructional Objectives:

- Following oral directions
- Listen with purpose
- Self-expression
- Ask questions
- Sing/chant/movement songs
- Use new vocabulary
- Meaning of signs

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, cds/songs
- Books
- Manipulatives

Suggested Vocabulary:

School, bus, teacher, students, classroom, schedule words, songs, book, classroom labels, body parts, rules

Technology:

Computer, videos, smartboard, ipads

<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Daily routine • Introduce, review, and demonstrate classroom rules • Morning meeting • Read stories – Chicka Boom, Brown Bear • Transportation – signs, buses/cars move because of their wheels • Car play- garages, blocks, ramps • Whole group games (simon says, pass the bean bag, duck duck goose) • Describe and compare physical features such as hair color, height, etc • Create a replica of self (paper plate person/face) • From Head to Toe 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> • Multi-step directions • Talk about likes and dislikes 	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none"> • Steps repeated/directions • Simplified stories • Simplified classroom routine
<p>Cross-curricular Connections/Standards:</p> <p>Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Students will acquire vocabulary and skills needed to function in an academic setting.</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> • Anecdotal Notes • Running Records • Observation 	

Theme/Unit:
Fall

Suggested Sequence:
October

NJSLS:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem

RL.PK.2 With prompting and support, retell familiar stories or poems.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

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Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences.

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9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).

9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).

9.4.3 Demonstrate understanding of what others think and feel through words or actions.

Big Ideas:

- Name ID

Knowledge, Skills, and Instructional Objectives:

- Recognize name
- Understand print/word/pictures
- Recall/comprehension
- Language alliteration
- Attempts to write name

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, cds/songs
- Books

Suggested Vocabulary:

Book, signs/symbols, fire fighter, fall, leaves, colors, tree, pumpkins, apples,

Technology:

Computer, videos smartboard, ipads

Recommended Instructional Activities:

- Write name in fall colors
- Fall stories
- Fire fighter- what a fire fighter does, fire truck, fire house
- Act out being a fire fighter
- Fall fingerplays
- Discuss weather changes- colder, windy, leaves change colors/fall off trees

- Make a traffic light and use for stop and go games

Extension Strategies/Activities:

- Peter Pumpkin Eater
- Higher thinking questions

Modification Strategies/Activities:

- Attempts to trace lines/color
- Simplified concrete direct questions

Cross-curricular Connections/Standards:

Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Anecdotal Notes
- Running Records
- Observation

Theme/Unit:
Family and Food

Suggested Sequence:
November

NJSLS:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem

RL.PK.2 With prompting and support, retell familiar stories or poems.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

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- 9.4.3 Demonstrate understanding of what others think and feel through words or actions.

Big Ideas:

- Understanding and identifying family
- Food choices, varieties, categories
- Recognizing and identifying emotions

Knowledge, Skills, and Instructional Objectives:

- Incorporate lessons into play
- Uses of print
- Own name using variety of materials

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, cds/songs
- Books
- Manipulative

Suggested Vocabulary:

Thanksgiving, turkey, feather, foods, emotions, family members

Technology:

Computer, videos, smartboard, ipads

Recommended Instructional Activities:

- Store/house – dramatic play
- Store signs, grocery lists, food labels
- Play dough/stamp bendaroos , create names
- Names on computers
- Talk about feelings- songs, emotion masks
- Family photo books (include baby pictures)
- Turkey Craft

Extension Strategies/Activities:

- First and last name
- Act out stories
- Role play
- The Night Before Thanksgiving

Modification Strategies/Activities:

- Model for name

Cross-curricular Connections/Standards:

Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Anecdotal Notes
- Running Records
- Observation

Theme/Unit:
Traditions

Suggested Sequence:
December

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4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a)Count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration. (b)Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c)Instantly recognize, without counting, small quantities of up to 3 objects (i.e., subitize).

- 4.1.5 Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., counting the number of openings in a muffin tin, then collecting the number of cubes needed to fill the openings with one cube each).
- 4.1.6 Compare groups of up to 5 objects
- 4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).
- 9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)
- 9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges.
- 9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions.
- 9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate.
- 9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion.
- 9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).
- 9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
- 9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).
- 9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).
- 9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).
- 9.4.3 Demonstrate understanding of what others think and feel through words or actions.

Big Ideas:

- Recognizing and identifying family traditions and holidays

Knowledge, Skills, and Instructional Objectives:

- Describes/relates old experiences to new
- Directionality page concept

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, cds/songs
- Books
- Manipulatives

Suggested Vocabulary:

Holidays symbols, Gingerbread man, holidays foods

Technology:

Computer, videos, smartboard, ipads

Recommended Instructional Activities:

- Culturally diverse books
- Pointer when reading
- Finger/story plays
- Foreign language books
- Cooking activity- whole group activities to cook traditional holiday foods for example potato pancakes for Hanukah,

<ul style="list-style-type: none"> cookies for Christmas, etc • Discuss holidays and family roles/act out family roles • Holiday song show- students sing and dance to a set of holiday songs for parents • Read and act out the little gingerbread man 	
Extension Strategies/Activities: <ul style="list-style-type: none"> • Role play real life situations • Direct calendar time themselves 	Modification Strategies/Activities: <ul style="list-style-type: none"> • Social stories
Cross-curricular Connections/Standards: Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Students will acquire vocabulary and skills needed to function in an academic setting.	
Suggested Assessments: <ul style="list-style-type: none"> • Anecdotal Notes • Running Records • Observation 	

Theme/Unit: Winter	Suggested Sequence: January
NJSLS: RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem RL.PK.2 With prompting and support, retell familiar stories or poems. RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story. RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text. RI.PK.2 With prompting and support, recall important facts from a familiar text. RI.PK.5 Identify the front and back cover of a book RI.PK.10 Actively participate in read-aloud experiences using age appropriate information books individually and in small and large groups. RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten) RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten) RF.PK.4 Begin to engage in a variety of texts with purpose and understanding W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	

W.PK.3 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to describe children's ac
SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.

SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally. SL.PK.3 Ask and answer questions to seek help, get information, or follow directions
tivities or ideas real or imagined during play or other activities.

L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences.

4.1.1 Count to 20 by ones with minimal prompting.

4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a) Count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c) Instantly recognize, without counting, small quantities of up to 3 objects (i.e., subitize).

4.1.5 Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., counting the number of openings in a muffin tin, then collecting the number of cubes needed to fill the openings with one cube each).

4.1.6 Compare groups of up to 5 objects

4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether."); and (b) taking apart and taking from ("I have four carrot sticks. I'm eating one. Now I have 3.").

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges.

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions.

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate.

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion.

9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).

9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).

9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).

9.4.3 Demonstrate understanding of what others think and feel through words or actions.

Big Ideas:	
<ul style="list-style-type: none"> Understanding season changes and characteristics of winter 	
Knowledge, Skills, and Instructional Objectives:	
<ul style="list-style-type: none"> Act out stories Retell story using book Understand story structure Share/discuss work samples 	
Instructional Materials/Resources: <ul style="list-style-type: none"> Classroom posters/rules Games Signs and symbols Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, cds/songs Books Manipulatives 	Suggested Vocabulary: Snow, snowman, winter, hibernate, snowflake, ice skating, sledding, cold, winter clothing
	Technology: Technology: Computer, videos, smartboard, ipads
Recommended Instructional Activities:	
<ul style="list-style-type: none"> Explore changes between liquids/solids- freeze water to make ice, explore snow. Sensory activity- mix corn starch and water to make goop The Snowman Family Bear Snores On Snowman/winter crafts 	
Extension Strategies/Activities: <ul style="list-style-type: none"> Discuss hibernation and which animals hibernate 	Modification Strategies/Activities: <ul style="list-style-type: none"> Focus on concrete attributes of winter such as clothing
Cross-curricular Connections/Standards:	
Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Students will acquire vocabulary and skills needed to function in an academic setting.	
Suggested Assessments:	
<ul style="list-style-type: none"> Anecdotal Notes Running Records Observation 	

Theme/Unit:
My Community

Suggested Sequence:
February

NJSLS:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem

RL.PK.2 With prompting and support, retell familiar stories or poems.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

RI.PK.2 With prompting and support, recall important facts from a familiar text.

RI.PK.5 Identify the front and back cover of a book

RI.PK.10 Actively participate in read-aloud experiences using age appropriate information books individually and in small and large groups.

RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print. a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower letters of the alphabet.

RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).

a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten)

RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)

RF.PK.4 Begin to engage in a variety of texts with purpose and understanding

SL.PK.1,a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.

SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally. SL.PK.3 Ask and answer questions to seek help, get information, or follow directions

L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences.

W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.

W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

W.PK.3 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to describe children's activities or ideas real or imagined during play or other activities.

4.1.1 Count to 20 by ones with minimal prompting.

4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a)Count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects

in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c) Instantly recognize, without counting, small quantities of up to 3 objects (i.e., subitize).

4.1.5 Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., counting the number of openings in a muffin tin, then collecting the number of cubes needed to fill the openings with one cube each).

4.1.6 Compare groups of up to 5 objects

4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges.

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions.

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate.

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion.

9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).

9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).

9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).

9.4.3 Demonstrate understanding of what others think and feel through words or actions.

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text

SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail

SL.PK.5 Use drawings to describe ideas.

SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas

L.PK.4,a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content. a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b) (Begins in kindergarten)

L.PK.5,a,b,c,d With guidance and support, explore word relationships. a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and familiar words. c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”). d) (Begins in kindergarten)

L.PK.6 Use words and phrases acquired through conversations, activities and read-alouds.

4.3.2 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height). Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).

4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to

measurable attributes.

9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others.

9.3.2 Use strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).

9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).

9.3.4 Reflect on, evaluate, and communicate what was learned.

Big Ideas:

- Understanding and identifying member of the community, community structures, and community helpers

Knowledge, Skills, and Instructional Objectives:

- Compound/complex sentences
- Communication/negotiation
- Letters grouped – words
- Ask adults to write
- Write messages - play

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, cds/songs
- Books
- Manipulatives

Suggested Vocabulary:

House, apartment, street, library, school, stores, community helpers

Technology:

Smartboard
Ipad

Recommended Instructional Activities:

- Introduce and act out community helpers
- Community attributes- houses, apartments, schools, library, stores
- Compare different types of homes

Extension Strategies/Activities:

- Create and build a community map/structure

Modification Strategies/Activities:

- Focus on mail carrier and spend time throughout the school year learning about all of the community helpers

Cross-curricular Connections/Standards:

Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Anecdotal Notes
- Running Records
- Observation

Theme/Unit:
Spring has Spring

Suggested Sequence:
March

NJSLS:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem

RL.PK.2 With prompting and support, retell familiar stories or poems.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

RI.PK.2 With prompting and support, recall important facts from a familiar text.

RI.PK.5 Identify the front and back cover of a book

RI.PK.10 Actively participate in read-aloud experiences using age appropriate information books individually and in small and large groups.

RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print. a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower letters of the alphabet.

RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).

a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten)

RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)

RF.PK.4 Begin to engage in a variety of texts with purpose and understanding

SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.

SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally. SL.PK.3 Ask and answer questions to seek help, get information, or follow directions

L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences.

W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.

W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

W.PK.3 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to describe children's activities or ideas real or imagined during play or other activities.

4.1.1 Count to 20 by ones with minimal prompting.

4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a) Count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c) Instantly recognize, without

counting, small quantities of up to 3 objects (i.e., subitize).

4.1.5 Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., counting the number of openings in a muffin tin, then collecting the number of cubes needed to fill the openings with one cube each).

4.1.6 Compare groups of up to 5 objects

4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges.

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions.

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate.

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion.

9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).

9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).

9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).

9.4.3 Demonstrate understanding of what others think and feel through words or actions.

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text

SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail

SL.PK.5 Use drawings to describe ideas.

SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas

L.PK.4,a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content. a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b) (Begins in kindergarten)

L.PK.5,a,b,c,d With guidance and support, explore word relationships. a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and familiar words. c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”). d) (Begins in kindergarten)

L.PK.6 Use words and phrases acquired through conversations, activities and read-alouds.

4.3.2 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height). Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).

4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.

9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others.

9.3.2 Use strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).

9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).

9.3.4 Reflect on, evaluate, and communicate what was learned.

Big Ideas:

- Understanding season changes and characteristics of spring

Knowledge, Skills, and Instructional Objectives:

- Make up/chant rhymes
- Questions/comments based on story

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, cds/songs
- Books
- Manipulatives

Suggested Vocabulary:

Rock, water, soil, plants, flowers, spring, season, warm, spring clothing, tree, stem, spring activities, wind

Technology:

Computer, videos, cds, camera,
 8.1.1 Use the mouse to negotiate a simple menu on the
 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.
 8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.
 8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”
 8.2.3 Turn smart toys on and/or off.
 8.2.4 Recognize that the number keys are in a row on the top of the keyboard.
 8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
 8.2.6 Use a digital camera to take a picture.
 8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.
 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).
 8.5.1 Use the Internet to explore and investigate questions with a teacher’s support

Recommended Instructional Activities:

- Planting- need sunlight water, watch it grow
- Describe characteristics of rocks, water, soil, etc
- Spring craft
- Graph spring clothing
- Dr. Seuss Books

Extension Strategies/Activities:

- Create and identify rhymes

Modification Strategies/Activities:

- Identify and imitate rhymes

Cross-curricular Connections/Standards:

Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking,

collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Anecdotal Notes
- Running Records
- Observation

Theme/Unit:
Animals

Suggested Sequence:
April

NJSLS:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem

RL.PK.2 With prompting and support, retell familiar stories or poems.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

RI.PK.2 With prompting and support, recall important facts from a familiar text.

RI.PK.5 Identify the front and back cover of a book

RI.PK.10 Actively participate in read-aloud experiences using age appropriate information books individually and in small and large groups.

RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print. a) Follow words from left to right, top to

bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower letters of the alphabet.

RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).

a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten)

RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)

RF.PK.4 Begin to engage in a variety of texts with purpose and understanding

SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.

SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally. SL.PK.3 Ask and answer questions to seek help, get information, or follow directions

L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences.

W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.

W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

W.PK.3 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to describe children's activities or ideas real or imagined during play or other activities.

4.1.1 Count to 20 by ones with minimal prompting.

4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a) Count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c) Instantly recognize, without counting, small quantities of up to 3 objects (i.e., subitize).

4.1.5 Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., counting the number of openings in a muffin tin, then collecting the number of cubes needed to fill the openings with one cube each).

4.1.6 Compare groups of up to 5 objects

4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether."); and (b) taking apart and taking from ("I have four carrot sticks. I'm eating one. Now I have 3.").

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges.

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions.

- 9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate.
- 9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion.
- 9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).
- 9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
- 9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).
- 9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).
- 9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).
- 9.4.3 Demonstrate understanding of what others think and feel through words or actions.
- RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text
- SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail
- SL.PK.5 Use drawings to describe ideas.
- SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas
- L.PK.4,a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content. a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b) (Begins in kindergarten)
- L.PK.5,a,b,c,d With guidance and support, explore word relationships. a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and familiar words. c) Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet."). d) (Begins in kindergarten)
- L.PK.6 Use words and phrases acquired through conversations, activities and read-alouds.
- 4.3.2 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height). Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
- 4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.
- 9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others.
- 9.3.2 Use strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).
- 9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).
- 9.3.4 Reflect on, evaluate, and communicate what was learned.

Big Ideas:

- Identify, compare, and describe animals and their environments
- Distinguish between real and pretend

Knowledge, Skills, and Instructional Objectives:

- New vocabulary/questions to extend word understanding

Instructional Materials/Resources:

Suggested Vocabulary:

Animals, animal parts, animal habitats, real, pretend

<ul style="list-style-type: none"> • Classroom posters/rules • Games • Signs and symbols • Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, cds/songs • Books • Manipulatives 	<p>Technology: Computer, videos, cds, camera, 8.1.1 Use the mouse to negotiate a simple menu on the 8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key. 8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard. 8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.” 8.2.3 Turn smart toys on and/or off. 8.2.4 Recognize that the number keys are in a row on the top of the keyboard. 8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats. 8.2.6 Use a digital camera to take a picture. 8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words. 8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer). 8.5.1 Use the Internet to explore and investigate questions with a teacher’s support</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Discuss the differences between living animals (their needs) and pretend animals such as food/attention • Dramatic play- take care of animals, veterinarian, farm, zoo, ocean • Discuss where animals live. Create an animal habitat using blocks/tunnels/materials • Clifford- real/not real • Learn about farm, zoos, ocean, and pets 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> • Reduce, reuse, recycle- talk about recycling, make a sculpture out of recycled materials 	<p>Modification Strategies/Activities:</p> <ul style="list-style-type: none"> • Limit the number of animals • Discuss broader habitats (ocean/zoo)
<p>Cross-curricular Connections/Standards: Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Students will acquire vocabulary and skills needed to function in an academic setting.</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> • Anecdotal Notes • Running Records • Observation 	

Theme/Unit:
New Beginnings

Suggested Sequence:
May

NJSLS:

RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem

RL.PK.2 With prompting and support, retell familiar stories or poems.

RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.

RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

RI.PK.2 With prompting and support, recall important facts from a familiar text.

RI.PK.5 Identify the front and back cover of a book

RI.PK.10 Actively participate in read-aloud experiences using age appropriate information books individually and in small and large groups.

RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print. a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower letters of the alphabet.

RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).

a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten)

RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)

RF.PK.4 Begin to engage in a variety of texts with purpose and understanding

SL.PK.1,a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.

SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally. SL.PK.3 Ask and answer questions to seek help, get information, or follow directions

L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences.

W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.

W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

W.PK.3 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to describe children's activities or ideas real or imagined during play or other activities.

4.1.1 Count to 20 by ones with minimal prompting.

4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a)Count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects

in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c) Instantly recognize, without counting, small quantities of up to 3 objects (i.e., subitize).

4.1.5 Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., counting the number of openings in a muffin tin, then collecting the number of cubes needed to fill the openings with one cube each).

4.1.6 Compare groups of up to 5 objects

4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges.

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions.

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate.

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion.

9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn’t cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).

9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).

9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).

9.4.3 Demonstrate understanding of what others think and feel through words or actions.

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text

SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail

SL.PK.5 Use drawings to describe ideas.

SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas

L.PK.4,a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content. a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b) (Begins in kindergarten)

L.PK.5,a,b,c,d With guidance and support, explore word relationships. a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and familiar words. c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”). d) (Begins in kindergarten)

L.PK.6 Use words and phrases acquired through conversations, activities and read-alouds.

4.3.2 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height). Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).

4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to

measurable attributes.

9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others.

9.3.2 Use strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).

9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).

9.3.4 Reflect on, evaluate, and communicate what was learned.

RL.PK.4 Ask and answer questions about unfamiliar words in a story or poem read aloud.

RL.PK.5 Recognize common types of literature (storybooks and poetry books).

RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story. RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.

RL.PK.8 (Not applicable to literature)

RL.PK.9 With prompting and support, compare and contrast the adventures of two main characters from familiar stories.

L.PK.2,a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. a) (Begins in kindergarten) b) (Begins in kindergarten) c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letterstrings, and invented spelling during writing activities throughout the day. d) (Begins in kindergarten)

W.PK.5 (Begins in grade 3) With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.

W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).

4.2.2 Begin to represent simple word problem data in pictures and drawings.

4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).

4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).

4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike or different]; describe shapes by sides and/or angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). (b) three-dimensional shapes by building with blocks and with other materials having height, width, and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).

Big Ideas:

- Understand and identify plants, insects, baby animals and their environment

Knowledge, Skills, and Instructional Objectives:

- Appropriate conversation skills (take turns on topic)
- Engage language play

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, cds/songs
- Books
- Manipulatives

Suggested Vocabulary:

Seeds, stem, leaves, flower, soil, water, sun, insects, baby animals

Technology:

Computer, videos, cds, camera,
8.1.1 Use the mouse to negotiate a simple menu on the
8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.

	<p>8.2.1 Identify the “power keys” (e.g., ENTER, spacebar) on a keyboard.</p> <p>8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop.”</p> <p>8.2.3 Turn smart toys on and/or off.</p> <p>8.2.4 Recognize that the number keys are in a row on the top of the keyboard.</p> <p>8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.</p> <p>8.2.6 Use a digital camera to take a picture.</p> <p>8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.</p> <p>8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).</p> <p>8.5.1 Use the Internet to explore and investigate questions with a teacher’s support</p>
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Recommended Instructional Activities:

- Planting flowers- need sunlight to help it grow
- Create Cinco De Mayo instruments that are loud and soft- compare the differences between the sounds
- Very Hungry Caterpillar activities
- Name caterpillar- write name on each spot and put together to create a caterpillar

Extension Strategies/Activities:

- Discuss transformation of a caterpillar into a butterfly
- Name caterpillar- write letters of first and last name on each spot to create a caterpillar

Modification Strategies/Activities:

- Name caterpillar- trace first name on each spot to create a caterpillar

Cross-curricular Connections/Standards:

Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Students will acquire vocabulary and skills needed to function in an academic setting.

Suggested Assessments:

- Anecdotal Notes
- Running Records
- Observation

**Theme/Unit: Language Arts
Summer**

**Suggested Sequence:
June**

NJSLS:

- RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem
- RL.PK.2 With prompting and support, retell familiar stories or poems.
- RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.
- RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.

RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.

RI.PK.2 With prompting and support, recall important facts from a familiar text.

RI.PK.5 Identify the front and back cover of a book

RI.PK.10 Actively participate in read-aloud experiences using age appropriate information books individually and in small and large groups.

RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print. a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower letters of the alphabet.

RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten)

RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)

RF.PK.4 Begin to engage in a variety of texts with purpose and understanding

SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.

SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally. SL.PK.3 Ask and answer questions to seek help, get information, or follow directions

L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences.

W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.

W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.

W.PK.3 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to describe children's activities or ideas real or imagined during play or other activities.

4.1.1 Count to 20 by ones with minimal prompting.

4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.

4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.

4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"): (a) Count quantities of objects up to 10, using one-to-one correspondence, and accurately count as many as 5 objects in a scattered configuration. (b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils). (c) Instantly recognize, without counting, small quantities of up to 3 objects (i.e., subitize).

4.1.5 Use one-to-one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., counting the number of openings in a muffin tin, then collecting the number of cubes needed to fill the openings with one cube each).

4.1.6 Compare groups of up to 5 objects

4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether."); and (b) taking apart and taking from ("I have four carrot sticks. I'm eating one. Now I

have 3.”).

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges.

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions.

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate.

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion.

9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).

9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).

9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).

9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).

9.4.3 Demonstrate understanding of what others think and feel through words or actions.

RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text

SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail

SL.PK.5 Use drawings to describe ideas.

SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas

L.PK.4,a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content. a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b) (Begins in kindergarten)

L.PK.5,a,b,c,d With guidance and support, explore word relationships. a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and familiar words. c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”). d) (Begins in kindergarten)

L.PK.6 Use words and phrases acquired through conversations, activities and read-alouds.

4.3.2 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height). Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight, and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).

4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.

9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others.

9.3.2 Use strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).

9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).

9.3.4 Reflect on, evaluate, and communicate what was learned.RL.PK.4 Ask and answer questions about unfamiliar words in a story or poem read aloud.

RL.PK.5 Recognize common types of literature (storybooks and poetry books).

RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story. RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.

RL.PK.8 (Not applicable to literature)

RL.PK.9 With prompting and support, compare and contrast the adventures of two main characters from familiar stories.

L.PK.2,a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. a) (Begins in kindergarten) b) (Begins in kindergarten) c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letterstrings, and invented spelling during writing activities throughout the day. d) (Begins in kindergarten)

W.PK.5 (Begins in grade 3) With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.

W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).

4.2.2 Begin to represent simple word problem data in pictures and drawings.

4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).

4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).

4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike or different]; describe shapes by sides and/or angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). (b) three-dimensional shapes by building with blocks and with other materials having height, width, and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).

Big Ideas:

- Understanding season changes and characteristics of summer

Knowledge, Skills, and Instructional Objectives:

- Review concepts taught throughout the year

Instructional Materials/Resources:

- Classroom posters/rules
- Games
- Signs and symbols
- Morning meeting materials: job chart, calendar, name cards, weather signs, symbols, cds/songs
- Books
- Manipulatives

Suggested Vocabulary:

Summer, summer activities, summer clothing, beach, hot, sun, vacation

Technology:

Computer, videos, smartboard, ipads

Recommended Instructional Activities:

- Summer crafts
- Review concepts taught throughout the school year

Extension Strategies/Activities:

- Draw/write about activities that will be done during the summer vacation

Modification Strategies/Activities:

- Baby Bop goes to the Beach

Cross-curricular Connections/Standards:

0.1.4 Discuss their own actions and efforts

1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process

1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop

1.4.7 Create more recognizable representations as eye-hand coordination and fine-motor skills develop

Suggested Assessments:

- Anecdotal Notes
- Running Records
- Observation

Support Documents

Board Policies Applicable to Curriculum

2110 PHILOSOPHY OF EDUCATION

Free public education for all children is a cornerstone of a democratic society that values the worth and dignity of each individual. The primary goal of this Board of Education shall be to offer each child in this district the educational opportunity that will enable him/her to function politically, economically, and socially in that democratic society.

The Board, as the agent responsible for the education of the children of the district, will provide a planned program of learning that incorporates into its curriculum the lessons and experiences, within and without the classroom, needed to realize the educational goals of this district. The Board appreciates the need for constant improvement of the instructional program and will strive unremittingly to provide an educational system that assists each pupil in becoming a self-respecting individual who can function effectively and satisfyingly.

It is the expectation of this school district that all pupils achieve the New Jersey Student Learning Standards at all grade levels.

The Board will seek out and work cooperatively with the available resources of home and community including business and industry, in the improvement of the educational program.

The Board will endeavor to employ a high caliber, well-prepared staff of adequate size and wide-ranging abilities. Moreover, the Board will provide pupils and staff, as needs dictate and means permit, with adequate educational supplies, equipment, and facilities.

The purpose of education in the schools of this district is to facilitate the development of each child to his/her greatest potential. The school staff shall recognize individual differences among pupils and encourage their achievement and progress, not only in basic skills but in the ability to think independently and critically. The school staff shall help pupils to understand our democratic society; to believe in it and to act fairly in their relationships with others; to develop in themselves attitudes of respect and helpfulness toward others; to want, and to be able to perform well, some portion of the work of the world; to acquire knowledge and skills necessary to do this with satisfaction to themselves and society; to understand and use effective methods in framing the questions and tackling the problems that they encounter in their lives to the end that they may function politically, economically, and socially in a democratic society.

Adopted: 11 November 2008

2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board adopts the following goals and objectives for the operation of the educational program of the school district:

Westampton School District Board of Education Board of Education Goals 2012-2013

- I. **COMMUNICATION:** The Westampton Township Public Schools Board of Education will follow communications procedures to support the goals and objectives of the district, providing for appropriate dissemination of information via technological resources.
- II. **TECHNOLOGY:** The Westampton Township Public Schools Board of Education will reduce the use of paper by utilizing technology actively, and will support the technology goals and objectives of the district, providing for the acquisition and dissemination of knowledge via technological resources and in concert with the New Jersey Core Curriculum Content Standards.

N.J.A.C. 6A:32-12.2
Adopted: 10 October 2012

2200 CURRICULUM CONTENT

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Student Learning Standards, Indicators and Frameworks.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs that the curriculum be consistent with the educational goals and objectives of this district and responsive to identified pupil needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district, and among the constituent districts of the Rancocas Valley Regional School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Core Curriculum Content Standards, including but not limited to:

1. Preparation of all pupils for employment or post-secondary study upon graduation from high school.
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the

Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey) and World Languages;

3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;

4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;

5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;

6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;

7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;

8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;

9. Career awareness and exploration as required, and vocational education as appropriate;

10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;

11. Instruction in accident and fire prevention;

12. A substance abuse prevention program;

13. A program for family life education; and

14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

N.J.A.C. 6:29-4.1; 6:29-6.6

Adopted: 17 October 2002

2210 CURRICULUM DEVELOPMENT

The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that insure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by

the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?
2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
3. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
4. Does it include the criteria by which progress can be measured?
5. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
6. Has a curriculum guide been completed? If not, when can it be expected?
7. Have the associated textbooks been recommended to the Board?
8. Have the costs and time of implementation been reviewed, including inservice training?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he or she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development.

Adopted: 2 May 2000

2220 ADOPTION OF COURSES

The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

1. Adopt those core content standards mandated by the state in a form acceptable to the State Department of Education.
2. Adopt additional core content standards to meet the changing needs of pupils and the community.
3. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

1. Be consistent with written goals, objectives and identified pupil needs;
2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
3. Provide for continuous learning through effective articulation;
4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
5. Provide all pupils guidance and counseling to assist in career and academic planning;
6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;
7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
8. Provide compensatory education programs for pupils, pursuant to law and regulation;
9. Provide all pupils equal educational opportunity, pursuant to law and regulation;
10. Provide career awareness and vocational education, pursuant to law and regulation;
11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1; 18A:35-1 et seq.

N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 2 May 2000

2230 COURSE GUIDES

The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection. Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 2 May 2000

BACKGROUND

The 2009 preschool teaching and learning standards are grounded in a strong theoretical framework for delivering high quality educational experiences to young children. The *Preschool Teaching and Learning Standards* document:

- Defines supportive learning environments for preschool children.
- Provides guidance on the assessment of young children.
- Articulates optimal relationships between and among families, the community, and preschools.
- Identifies expected learning outcomes for preschool children by domain, as well as developmentally appropriate teaching practices that are known to support those outcomes.

The preschool standards represent what preschool children know and can do in the context of a high quality preschool classroom. Childhood experiences can have long-lasting implications for the future. The earliest years of schooling can promote positive developmental experiences and independence while also optimizing learning and development.

The Standards and the Classroom Curriculum

As with the K-12 content standards, the preschool standards were written for all school districts in the state. They are intended to be used as:

- A resource for ensuring appropriate implementation of the curriculum
- A guide for instructional planning
- A framework for ongoing professional development
- A framework for the development of a comprehensive early childhood education assessment system

The curriculum is defined as an educational philosophy for achieving desired educational outcomes through the presentation of an organized scope and sequence of activities with a description and/or inclusion of appropriate instructional materials. The preschool standards are not a curriculum, but are the learning targets for a curriculum. All preschool programs must implement a comprehensive, evidence-based preschool curriculum in order to meet the preschool standards.

Developmentally appropriate teaching practices scaffold successful achievement of the preschool standards. Such practice is based on knowledge about how children learn and develop, how children vary in their development, and how best to support children's learning and development. It is important to note, therefore, that although the preschool domains are presented as discrete areas in this document, the program must be delivered in an integrated manner through the curriculum's daily routines, activities, and interactions.

Preschool educational experiences are intended to stimulate, assist, support, and sustain emergent skills. Preschools aim to offer experiences that maximize young children's learning and development, providing each child with a foundation for current and future school success.

Issues of Implementation

This document was developed for implementation in any program serving preschool children. To ensure that all students achieve the standards, the preschool environment, instructional materials, and teaching strategies should be adapted as appropriate to meet the needs of individual children. The needs of preschool learners are diverse. Many learners need specialized and focused interventions to support and sustain their educational progress. In addition, they come from many different cultural and ethnic backgrounds, and in some cases, the dominant language spoken in these homes and communities is not English.

Special Education Needs

Careful planning is needed to ensure the successful inclusion of preschoolers with disabilities in general education programs. The focus should be on identifying individual student needs, linking instruction to the preschool curriculum, providing appropriate supports and program modifications, and regularly evaluating student progress.

The preschool standards provide the focus for the development of Individualized Education Plans (IEPs) for preschool children ages three and four with disabilities. Providing appropriate intervention services to such students is in accordance with the Individuals with Disabilities Act Amendments of 2004, which guarantee students with disabilities the right to general education program adaptations, as specified in their IEPs and with parental consent. These federal requirements necessitate the development of adaptations that provide preschool children with disabilities full access to the preschool education program and curriculum. Such adaptations are not intended to compromise the learning outcomes; rather, adaptations provide children with disabilities the opportunity to develop their strengths and compensate for their learning differences as they work toward the learning outcomes set for all children.

Preschoolers with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the early childhood education program. Each preschooler manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the types of adaptations needed and the program in which the adaptations are implemented are determined individually within the IEP.

The specific models used to develop adaptations can range from instruction in inclusive classrooms to instruction in self-contained classrooms; specific adaptations are determined by individual students' needs. Technology is often used to individualize preschool learning experiences and help maximize the degree to which preschool children with disabilities are able to participate in the classroom.

Diversity and Multiculturalism

Opportunities for learning are strengthened as connections across home, school, and community are acknowledged and respected. Sensitivity to and support for diversity in culture,

ethnicity, and learning must be woven into the daily activities of the early childhood education program. A high-quality preschool program embraces the heritages of the families being served.

Young children are developing their sense of self and of others within their families, classrooms, and communities. The early childhood education program must therefore provide activities, materials, and experiences that encourage young children to become aware of and appreciate the differences and similarities of the members of the community in which they live. To help children achieve this, it is important that program administrators and staff understand their personal attitudes and biases, be culturally sensitive, and be willing to learn about and accept the range of differences represented in the program.

Professional Development

Implementation of the curriculum to meet the preschool standards is a continuous, ongoing process. Full understanding of the curriculum, and familiarity with the developmentally appropriate practices necessary for its implementation, can be fostered through a well-organized and consistent plan for professional development geared to each stakeholder group. For such a plan to be successful:

- District boards of education and boards of private provider and local Head Start agencies need to make professional development a priority and support it by allocating necessary resources.
- Administrators need to provide curriculum support, resources, materials, and opportunities for staff to improve their teaching practices. Preschool directors, principals, education supervisors, and directors of special education must actively pursue and provide professional development activities, as well as time for teachers to reflect on and refine their practice in light of these activities. Teachers, in turn, must actively engage in the professional development activities.
- Early childhood teachers and assistants, special education teachers, bilingual educators, principals, supervisors, master teachers, support staff, preschool intervention and referral teams, child study team members, and related service providers need to review and develop the professional development plan together.
- Families should be introduced to developmentally appropriate practices and have access to resources that promote their children's learning and development. They also need opportunities to participate in the early childhood education program.
- Colleges and universities should include the preschool standards in their coursework for early childhood educators.

in career and academic planning;

6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;

7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;

8. Provide compensatory education programs for pupils, pursuant to law and regulation;

9. Provide all pupils equal educational opportunity, pursuant to law and regulation;

10. Provide career awareness and vocational education, pursuant to law and regulation;

11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

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N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1; 18A:35-1 et seq.

N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 2 May 2000

2230 COURSE GUIDES

M

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A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection. Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 2 May 2000

Westampton Township School District
Lesson Plan Template

Teacher:

Subject:

Week Of:

M__ T__ W__ T__ F__

1. Standards:

2. Essential Questions:

3. Enduring Understandings:

4. Objectives:

5. Assessment of Objectives:

6. Material/Resources:

7. Instructional Strategies:

8. Support for Special Needs:

9. Closure Activity:

10. Homework:

Westampton Township School District
Curriculum Map Template

School:
Teacher:

Subject:
Grade Level:

MONTH/YEAR	ESSENTIAL QUESTIONS	CONTENT/CONCEPT	SKILLS	ASSESSMENT	SUGGESTED ACTIVITIES/RESOURCES

Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

Introduction

The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.

In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.

While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.

– Carol Ann Tomlinson, How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classroom contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.

Students with Disabilities

Student Motivation

Rationale: Some students with disabilities may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

Purpose:

Create interest
Develop persistence
Build confidence
Promote enjoyment
Foster independence

Strategies:

Personally meaningful activity
Activity choice
Hands-on, multimodal activities
"Doable" tasks
Attention to learning style
Student involvement in goal setting
Modified assessment activities
Choice to work with others or alone

Instructional Presentation

Rationale: Students with disabilities may require instructional presentations that will enable them to acquire, comprehend, recall, and apply science content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); foster understanding of new concepts and processes (*Instructional Application*); and promote student self-reflection and self-management regarding tasks demands, goal attainment, and performance accuracy (*Instructional Monitoring*).

Instructional Preparation

Purpose:

Motivate
Establish purpose and goals of lesson
Activate prior knowledge
Build background
Focus
Organize

Examples:

Previewing information/materials
Advanced organizers
Brainstorming and webbing
Questioning techniques
K-W-L strategies
Warm-ups
Visual demonstrations, illustrations, models
Mini-lessons

Instructional Prompts

Purpose:

Organize information
Build whole-part relationships
Cue associations and connections
Highlight essential concepts
Generate categorization and comparisons

Examples:

Graphic organizers
Semantic organizers
Outlines
Mnemonics
Analogies

Activate recall
Summarize

Feature analysis
Color coding
Key words/Labels
Writing frames/templates
Restating/clarifying oral directions
Cue Cards
Pictures
Movement cues
Notetaking guides
Segmenting/chunking tasks
Directions on overhead/board

Instructional Application

Purpose:

Simplify abstract concepts
Provide concrete examples
Extend ideas and elaborate understanding
Build connections and associations
Relate to everyday experiences
Promote generalization
Engage multiple modalities

Examples:

Graphics and charts
Data charts
Flow charts
Drawings and other illustrations
Dramatics – role play
Props and manipulatives
Field trips
Games and puzzles
Models
Interviews/surveys
Think aloud - modeling
Simulations
Hands-on activities
Constructions
Dramatizations
Music and movement
Concept activities
Application activities
Real-life applications (write letter to editor)

Instructional Monitoring

Purpose:

Provide checks for understanding
Redirect attention
Direct on-task behavior
Promote participation
Check progress
Assist in goal setting
Establish timelines
Clarify assignments, directions, and directions

Examples:

Self-monitoring checklists
Think-alouds
Journal entries
Portfolios
Interviews
Questioning techniques
Student contracts
Reward system

Provide reinforcement and corrective feedback
Promote strategy use and generalization
Manage student behavior and interactions
Develop self-questioning and self-regulation

Instructional Grouping

Purpose:

Cooperative learning groups
Peer partners
Buddy Systems
Teams

Examples:

Assist physically
Clarify
Prompt cue
Gestures and signals
Interpret
Reinforce
Highlight
Organize
Focus

Student Response

Rationale: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of language arts and other content area processes in a variety of situations with varied materials while they are developing proficiencies in these areas.

The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating process toward the lesson objectives related to the New Jersey Student Learning Standards.

Response Format Adaptation Examples:

- Dictation
- Use of PC/multimedia for composition of response
- Video and audiotapes
- Braille writing
- Signing with Interpretation
- Information and graphic organizers
- Illustrations
- Diagrams
- Construction – models, dioramas, mobiles
- Songs, raps, and/or poems
- Brochure
- Game or puzzle
- Flip book
- Create test questions

Response Procedure Adaptation Examples:

- Extended time
- Practice Exercises
- Interpreter
- Use of preferred response format

Limited English Proficiency Students

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding.
- Promoting nonverbal as well as verbal participation.
- Encouraging students to think aloud to practice concepts.
- Modeling responses that provide appropriate information using correct grammar.
- Breaking tasks down into sequentially developed parts using simple language.
- Structuring questions to student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as "all but", "everything is _____ except", or "one is NOT the reason/cause."
- Rephrasing questions and information when students do not understand the first time.
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.
- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased "wait time" to allow students time to process questions before responding.
- Providing modified "double" grading to assess the content as well as the structure of responses.

Four over-arching strategies are most effective for assisting students from a background of limited English proficiency (LEP) to meet success in content area classes. These strategies include the following:

- integrate activities into thematic units
- tap students' prior knowledge and experience
- teach learning strategies and scaffold complex tasks
- group students into a variety of learning groups

Academically Talented Learners

Academically talented learners, also known as "gifted learners" or "gifted and talented," are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and pursue methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term “gifted” described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changes test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

Strategies for Academically Talented Learners

Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- community involvement
- cultural diversity
- internship, mentorship, and other forms of apprenticeship

Miscellaneous/All Learners

Adaptations in the Classroom Environment

- Classical background music to enhance concentration
- Variety of workspace arrangement (individual, small, and large group)
- Privacy work seats – carrels
- Conferencing area for one-on-one teacher/student interaction

- Charts and poster to enhance memory and self-reliance
- Organization tools – labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements – minimize distractions, provide positive student models

Adaptive Equipment and Instructional Materials

- Leveled classroom libraries
- Books on tape
- Directions on tape
- Tape recorders
- Simplified written directions
- Adjusted formats of text
- Computers with adaptive software
- Speech synthesizer
- Communication boards
- Close-captioned video/television

Modifications and Extensions: A Guide for Differentiated Instruction is a compilation of classroom practices with consultation from multiple sources, including the New Jersey Curriculum Framework.
