



**Preschool Curriculum Map**  
**BOE Approved August 26, 2015**

# Big Ideas

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Transportation	Fire Prevention	Nutrition/Health and fitness Turkeys/Thanksgiving	Holidays Gingerbread Tentative Trip	Winter Snow
Space	Fall Fun  Tentative Trip	Community Helpers Turkeys/Thanksgiving	Holidays Trains Tentative Trip	Winter Animals  Tentative Workshop
FEBRUARY	MARCH	APRIL	MAY	JUNE
Friendship, Family, and Social Skills  Post Office  <hr/> Friendship, Family, and Social Skills  Dental Awareness  Tentative Workshop	Weather and Seasons  Spring Life  <hr/> Pizza  Spring Life  Tentative Trip	Pond Life  Bugs  <hr/> Farm Animals	Dinosaurs  <hr/> Zoo  Fairy Tales  Tentative Workshop	Beach and Ocean Life  <hr/> Nursery Rhymes  Tentative Trip

## Pre School Curriculum Map

**Big Idea: How do we get around?/What is Space?**

**Transfer Goal/Learning Scale 3:** The student will demonstrate the ability to follow the rules and routines with minimum support.

**September**

Enduring Understandings	Essential Questions	Skills/Indicators	Standards
<p>Following classroom rules and routines helps me – and my new friends – be safe at school.</p> <p>There are a lot of things the same at school and at home.</p> <p>There are lots of new things to see and do at school.</p> <p>School is a safe and fun place to be.</p> <p>Making new friends at school is important.</p> <p>Wheels make getting from here to there easier because...</p> <p>There is a lot to learn about the Earth and Outer Space.</p>	<p>Why are classroom rules important?</p> <p>How do we play with our friends?</p> <p>How do we respect our environment and materials?</p> <p>How do we say goodbye?</p> <p>How do wheels help people?</p> <p>Is there a real man on the moon?</p> <p>How do planets stay up in the sky?</p> <p><b>Map Vocabulary:</b> Author, illustrator, text, self, rules, routine</p> <p><b>Theme Vocabulary:</b> Transportation, Wheels, spokes, roll, axel, cars, trucks, planes, bikes, tire</p> <p>Space, Stars, Planets, Sun, Moon, gravity, astronaut, rocket ship, solar system, Earth, aliens.</p>	<p>0.2.3 Moves through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.</p> <p>0.4.1 Engage appropriately with peers and teachers in classroom activities</p> <p>0.5.4 Take turns</p> <p>1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement</p> <p>2.1.1 Develop an awareness of healthy habits</p> <p>2.1.2 Demonstrate emerging self-help skills</p> <p>2.4.1 Develop and refine gross- and fine-motor skills</p> <p>5.4.1 Explore and describe characteristics of soil, rocks, water, and air.</p> <p>Identify the front and back of a book</p> <p>Identify and explain author and illustrator</p> <p>Tell how an illustration can support a story</p> <p>Speak loudly to share thoughts, feelings and ideas.</p> <p>SL.PK.1 a) Follow agreed upon rules for discussions during group interactions b) continue a conversation through several back and forth exchanges.</p> <p>6.2.1 Demonstrate understanding of rules by following most classroom routines</p>	<p>0.2 Children demonstrate self- direction</p> <p>0.4 Children demonstrate positive interactions with other children and adults</p> <p>0.5 Children exhibit pro social behaviors</p> <p>1.1 Children express themselves through and develop an appreciation of creative movement and dance</p> <p>2.1 Children develop self help and personal hygiene skills</p> <p>2.4 Children develop competence and confidence in activities that require gross- and fine-motor skills.</p> <p>RI.PK.5 Identify the front and back of a book</p> <p>RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.</p> <p>RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.</p> <p>SL.PK.1 a, b Participate in conversations and interactions with peers and adults individually and in small and large groups.</p> <p>SLPK6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.</p> <p>5.4 Children observe and investigate the Earth</p> <p>6.2 Children become contributing members of the classroom community</p>

## Pre School Curriculum Map

**Big Idea: Who keeps us safe when there is a fire? / What changes occur in the fall season?**

**Transfer Goal/Learning Scale 3:** The student will demonstrate dramatic play with minimum support.

**October**

Enduring Understandings	Essential Questions	Skills/Indicators	Standards
<p>Expressing my feeling helps me play better with my friends at school.</p> <p>Playing dress up is fun and helps me to learn and express myself.</p> <p>Playing helps me use my imagination.</p> <p>There are a lot of new things to investigate and observe in my environment.</p> <p><b>21<sup>st</sup> Century Skills CRP4.</b> <i>Communicate clearly and effectively and with reason.</i></p> <p><b>Modifications:</b> Additional time Individual Instruction Different Materials Body Breaks Behavior Management Plans Incentives</p>	<p>What does it mean to be happy?</p> <p>What does it mean to be scared, sad, and angry?</p> <p>How/why do we let people know how we are feeling?</p> <p>What does it mean to pretend?</p> <p>Why are firefighters important?</p> <p>How and why does Fall change things?</p> <p><b>Map Vocabulary:</b> Pretend, imagination, observe, investigate, explore</p> <p><b>Theme Vocabulary:</b> Firefighter, hose, ladder, fire, hot, truck, police officer, medic, smoke, alarm.</p> <p>Fall, leaves, rake, pumpkin, apples, corn, tractor, harvest, trees, leaf pile.</p>	<p>0.3.1 Recognize and describe a wide range of feelings including sadness, anger, fear, and happiness</p> <p>0.5.2 Engage in pretend play</p> <p>1.3.1 Play roles observed through life experiences (e.g., fire fighter, mom, dad, police officer, medic)</p> <p>1.3.3 Participates with others in dramatic play, negotiating roles, and setting up scenarios using costumes and props.</p> <p>2.3.1 Use safe practices indoors and out.</p> <p>2.3.3 Identify community helpers who insist in maintaining a safe environment.</p> <p>2.3.4 Know how to dial 911 for help</p> <p>Act out the story recalling main events</p> <p>9.3.1 Recognize a problem and demonstrate ways to solve it alone or with others.</p> <p>9.4.2 Make connections between ideas, concepts, and subjects</p> <p>5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals.</p>	<p>0.3 Children Identify and express feelings</p> <p>0.5 Children exhibit pro-social behaviors</p> <p>1.3 Children express themselves through and develop an appreciation of dramatic play and story telling</p> <p>2.3 Children begin to develop awareness to potential hazards in their environment.</p> <p>RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.</p> <p>RI.PK.2 With prompting and support recall important facts from a familiar text.</p> <p>RL.PK.6 With prompting and support identify the author and illustrator when telling a story</p> <p>SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.</p> <p>9.3 Children identify and solve problems</p> <p>9.4 Children will apply what they have learned to new situations</p> <p>5.3 Children observe and investigate living things</p>

## Pre School Curriculum Map

**Big Idea: How do we keep our bodies healthy?/Who are the people who help us in our community?/ What are you thankful for?**

**Transfer Goal/Learning Scale 3:** The students will expressively identify knowledge of healthy food choices for our bodies.

**November**

Enduring Understandings	Essential Questions	Skills/Indicators	Standards
<p>There are a lot of people who help our community.</p> <p>There are a lot of different jobs in our neighborhood.</p> <p>We need to take care of our bodies by eating healthy foods.</p> <p>Exercise is important for strong bodies and minds.</p> <p><b>Modifications:</b> Additional time Individual Instruction Different Materials Body Breaks Behavior Management Plans Incentives</p>	<p>Why do people help us in our community?</p> <p>What makes a person a good community helper?</p> <p>How do we keep our bodies healthy?</p> <p>How does eating healthy food help our bodies?</p> <p>Why is exercise important?</p> <p><b>Thematic Vocabulary:</b> Healthy, unhealthy, nutrition, body, exercise, fruit, vegetables</p> <p>Community helper, neighborhood, doctor, nurse, police officer, teacher, mail carrier, fire fighter, garbage collector</p> <p><i>21<sup>st</sup> Century Skills</i> <b>CRP4.</b> <i>Communicate clearly and effectively and with reason.</i></p>	<p>0.4.3 Say please and thanks you</p> <p>2.2.2 Develop awareness of nutritious food choices.</p> <p>2.4.3 Use objects and prompts to develop special and coordination skills</p> <p>Recall details about nutritious food choices/community helpers.</p> <p>4.1.1 Count to 20 by ones with minimal support.</p> <p>4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.</p> <p>6.3.1 Develop an awareness of the physical features of the neighborhood.</p> <p>6.3.2 Identify, discuss, and role play the duties of a range of community workers.</p> <p>8.5.1 Use the internet to explore and investigate questions</p>	<p>0.4 Children exhibit positive interactions with children and adults.</p> <p>2.2 Children begin to develop the knowledge and skills necessary to make nutritious food choices.</p> <p>2.4 Children develop competence and confidence in activities that require gross- and fine-motor skills.</p> <p>RIPK2 With prompting and support, ask and answer questions about key elements in a familiar text.</p> <p>4.1 Children begin to demonstrate an understanding of number and counting.</p> <p>6.3 Children demonstrate knowledge of neighborhood and community.</p> <p>8.5 Children will begin to use electronic devices to gain information.</p>

## Pre School Curriculum Map

**Big Idea: How do we celebrate in our families?/ How do you engage your imagination and story recall through children's literature?**

**Transfer Goal/Learning Scale 3:** The student will retell and recall main events with minimum support.

**December**

Enduring Understandings	Essential Questions	Skills/Indicators	Standards
<p>Our family and traditions are important.</p> <p>We all celebrate in different ways.</p> <p>Reading/listening to stories helps me use my imagination.</p> <p>Role play, art and movement help me remember important details from a story.</p> <p><b>Modifications:</b> Additional time Individual Instruction Different Materials Body Breaks Behavior Management Plans Incentives</p>	<p>Why do we have celebrations?</p> <p>What does family mean to you?</p> <p>How do stories make you feel?</p> <p>How do you use your imagination?</p> <p><b>Map Vocabulary:</b> Retell, recall, remember, characters, main event, setting, imagination, celebrate, family, tradition</p> <p><b>Theme Vocabulary:</b> Gingerbread Man, oven, dough, rolling pin, ingredients, recipe</p> <p>Train, passenger, conductor, track, engineer, whistle, caboose</p> <p><i><b>21<sup>st</sup> Century Skills CRP4.</b> Communicate clearly and effectively and with reason.</i></p>	<p>0.1.3 Actively engage in activities and interactions with teachers and peers</p> <p>Act out the story recalling and retelling the main events</p> <p>Encourage compare and contrast when reading different versions of the story</p> <p>9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art</p> <p>4.3.1 Sort, order, pattern, and classify objects by non-measurable and measurable attributes (length, capacity, height)</p> <p>4.3.3 Compare (which container holds more) and order, shortest to longest, up to 5 objects according to measurable attributes</p> <p>6.1.1 Demonstrate characteristics of oneself, ones families and others.</p> <p>6.1.3 Express individuality and cultural diversity (through dramatic play)</p> <p>6.4.1 Learn about and respect other cultures within the classroom and community.</p>	<p>0.1 Children demonstrate self-confidence</p> <p>RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem</p> <p>RL.PK.2 With prompting and support, retell familiar stories or poems.</p> <p>RL.PK.3 With prompting and support, identify characters, setting and major events in the story</p> <p>RL.PK.9 with prompting and support using a familiar story book tell how adventures and experiences of characters are alike and how they are different.</p> <p>SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.</p> <p>9.2 Children show creativity and imagination</p> <p>4.3 Children begin to conceptualize measurable attributes of objects and how to measure them.</p> <p>6.1 Children identify unique characteristics of themselves, their families, and others.</p> <p>6.4 Children demonstrate awareness of the cultures within their classroom and community.</p>

## Pre School Curriculum Map

**Big Idea: What changes occur in the Winter Season?/ How does weather effect living things?**

**Transfer Goal/Learning Scale 3:** The student will expressively identify knowledge of winter weather and its effect on living things. **January**

Enduring Understandings	Essential Questions	Skills/Indicators	Standards
<p>Experiments help us To learn new things.</p> <p>Weather changes how we live.</p> <p>Weather changes how animals live.</p> <p>Some animals hibernate in the winter.</p> <p>There are a lot of things to investigate and observe in my environment.</p> <p><b>Modifications:</b> Additional time Individual Instruction Different Materials Body Breaks Behavior Management Plans Incentives</p>	<p>How and why does Winter change things?</p> <p>How do living things adapt to the cold weather?</p> <p>What does it mean when something is frozen/melted?</p> <p>Why do animals have fur?</p> <p>How do animals build their homes?</p> <p><b>Map Vocabulary:</b> temperature, melt, solid, liquid, freeze, ice, experiment, prediction</p> <p><b>Theme Vocabulary:</b> Winter, snow, shovel, hibernate, jacket, hat, scarf, mittens, boots, cold, sled, snowman, snowball</p>	<p>5.1. 2 Investigate materials during classroom activities etc...</p> <p>5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled.</p> <p>5.3.3 Observe and describe how natural habits provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light.</p> <p>5.4.3 Observe and record weather.</p> <p><i><b>21<sup>st</sup> Century Skills</b></i> <i><b>CRP4.</b> Communicate clearly and effectively and with reason.</i></p>	<p>5.1 Children develop inquiry skills.</p> <p>5.2 Children observe and investigate matter and energy.</p> <p>5.3 Children observe and investigate living things.</p> <p>5.4 Children observe and investigate the Earth.</p>



## Pre School Curriculum Map

**Big Idea: How can we be a good friend? How do we express our feelings in different ways?**

**Transfer Goal/Learning Scale 3:** The student will expressively identify knowledge appropriate social skills.

**February**

Enduring Understandings	Essential Questions	Skills/Indicators	Standards
<p>Learning appropriate social skills helps me to be a better friend.</p> <p>There are many ways to express your feelings.</p> <p>Keeping our teeth healthy helps our bodies.</p> <p><b>Modifications:</b> Additional time Individual Instruction Different Materials Body Breaks Behavior Management Plans Incentives</p>	<p>What are social skills?</p> <p>How can you be a good friend?</p> <p>How do you show respect?</p> <p>How do you express your love?</p> <p>Why do our teeth fall out?</p> <p>How do we keep our teeth healthy?</p> <p><b>Map Vocabulary:</b> Friendship, feelings, manners, respect, sharing, cooperation, teamwork, love, social skills</p> <p><b>Theme Vocabulary:</b> Valentine, mail, cards, mailbox, mail carrier, heart</p> <p>Dentist, teeth, floss, toothbrush, toothpaste, cavity</p>	<p>0.3.2 Empathize with feelings of others</p> <p>0.4.2 Demonstrate socially acceptable behavior for teachers and peers</p> <p>0.4.3 Say thank you, please, and excuse me</p> <p>0.4.4 Respect the rights of others</p> <p>2.1.1 Develop an awareness of healthy habits</p> <p>2.1.2 Demonstrate emerging self-help skills</p> <p>7.1.2 Say simple greetings, words, and phrases in a language other than their own.</p> <p>8.2.6 Use a digital Camera to take a picture</p> <p><b>21<sup>st</sup> Century Skills</b> <b>CRP4.</b> Communicate clearly and effectively and with reason.</p>	<p>0.3 Children identify and express feelings</p> <p>0.4 Children demonstrate positive interactions with other children and adults</p> <p>2.1 Children develop self- help and personal hygiene skills</p> <p>W.PK.2 Use a combination of drawings, dictation, scribble writing, letter strings, or inventive spelling to share information during play and other activities.</p> <p>WPK.6 With guidance and support use digital tools to express ideas.</p> <p>7.1 Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in different language other than their own</p> <p>8.2 Use electronic devices independently</p>



## Pre School Curriculum Map

**Big Idea: What changes occur in the Spring Season? Learning about simple math we will use in the real world.**

**Transfer Goal/Learning Scale 3:** The student will expressively identify knowledge of spring weather and Spring Life.

**March**

Enduring Understandings	Essential Questions	Skills/Indicators	Standards
<p>Math is all around us.</p> <p>Counting and numbers help us in our daily life.</p> <p>Spring weather helps plants and animals thrive.</p> <p>Exploring and investigating our environment helps us to understand living things.</p> <p><b>Modifications:</b>            Additional time            Individual Instruction            Different Materials            Body Breaks            Behavior Management            Plans            Incentives</p>	<p>How can you show and count with objects?</p> <p>How can you count and write with words and numbers?</p> <p>How can you use two sets of objects to show 5?</p> <p>How and why does Spring change things?</p> <p>How do we explore living things?</p> <p>Why do we need the sun?</p> <p><b>Map Vocabulary:</b>            Addition, subtraction, half, whole, triangle, circle, semi-circle, equals, life-cycle</p> <p><b>Theme Vocabulary:</b>            Pizza, toppings, restaurant, waiter, waitress, order, cash register, check/bill, money</p> <p>Spring, plants, flowers, sun, soil, roots, stems, leaves, grow, water, hose</p>	<p>1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.</p> <p>1.3.5 Sustain and extend play during dramatic play interactions.</p> <p>4.2.1 Represent addition and subtraction by manipulating up to 5 objects.</p> <p>4.2.2 Begin to represent simple word data in pictures and drawing's.</p> <p>4.4.2 Use accurate terms to name and describe some 2-dimensional shapes and begin to use accurate terms to name and describe 3-dimensional shapes.</p> <p>5.1.3 Use basic science terms and topic-related science vocabulary.</p> <p>5.1.5 Represent observations and work through drawling, recording data, and writing.</p> <p>5.3.4 Observe and record change over time and cycles of change that effect living things</p> <p>5.4.2 Explore the effects of sunlight on living and non-living things</p>	<p>1.3 Children express themselves through and develop an appreciation of dramatic play and story telling</p> <p>4.2 Children demonstrate an initial understanding of numerical operations</p> <p>4.4 Children develop spatial and geometric sense.</p> <p>5.1 Children develop inquiry skills.</p> <p>5.3 Observe and investigate living things</p> <p>5.4 Children observe and investigate the Earth.</p> <p><i><b>21<sup>st</sup> Century Skills</b></i>  <b>CRP4.</b> Communicate clearly and effectively and with reason.</p>

## Pre School Curriculum Map

**Big Idea: What animals live in the Pond? What animals live on the farm?**

**Transfer Goal/Learning Scale 3:** The student will expressively identify knowledge of animals that live in the pond/on the farm.

**April**

Enduring Understandings	Essential Questions	Skills/Indicators	Standards
<p>Singing songs with friends is fun and we can learn new vocabulary through music.</p> <p>Counting and numbers help us in our daily life.</p> <p>We read for fun and we read for information.</p> <p>Reading is important.</p> <p>There is a lot to learn about different habitats.</p> <p>There are a lot of different animals that live in the pond/farm.</p> <p><b>Modifications:</b>            Additional time            Individual Instruction            Different Materials            Body Breaks            Behavior Management            Plans            Incentives</p>	<p>Why do you listen to music?</p> <p>How does music make you feel?</p> <p>How do we create things in the art area?</p> <p>Why is counting important?</p> <p>How do we learn from books?</p> <p>How do you like to read books?</p> <p>How does a farmer take care of his animals?</p> <p>Why do animals make sounds?</p> <p>How does the water get into a pond?</p> <p><b>Map Vocabulary:</b>            Information, Fact, Fiction, Illustrations, Habitat</p> <p><b>Theme Vocabulary:</b>            Pond, bugs, snakes, frogs, turtles, dragonflies, fish, grass, lily pad, tadpoles, minnows</p> <p>Barn, hay, farmer, pig, cow, horse, sheep, geese, duck, donkey, tractor, crops</p>	<p>1.2.1 Sing a variety of songs with expression, independently and with others.</p> <p>1.4.2 Create 2 and 3 dimensional works of art while exploring color, line, shape, form, texture, and space.</p> <p>1.4.6 Create more recognizable representations as eye-hand coordination and fine motor skills develop.</p> <p>4.1.1 Count to 20 by ones with minimal prompting.</p> <p><i>21<sup>st</sup> Century Skills</i>  <b>CRP4.</b> Communicate clearly and effectively and with reason.</p>	<p>1.2 Children express themselves through and develop an appreciation of music.</p> <p>1.4 Children express themselves through and develop an appreciation of the visual arts. (Painting, sculpting, drawing)</p> <p>RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.</p> <p>RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.</p> <p>RI.PK.1 With prompting and support, ask and answer questions about key elements in familiar texts.</p> <p>RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.</p> <p>RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.</p> <p>4.1 Children begin to demonstrate an understanding of number and counting.</p>

## Pre School Curriculum Map

**Big Idea: What happened to dinosaurs? What animals live in the Zoo? Learning about Fantasy and Fairy Tales.**

**Transfer Goal/Learning Scale 3:** The student will expressively identify knowledge of beginning emergent reading skills.

**May**

Enduring Understandings	Essential Questions	Skills/Indicators	Standards
<p>Dinosaurs lived a very long time ago. They are now extinct.</p> <p>Zoos help animals stay safe and healthy.</p> <p>There is a lot to learn about the letters and sounds.</p> <p>It is fun to count out syllables in words.</p> <p><b>Modifications:</b>            Additional time            Individual Instruction            Different Materials            Body Breaks            Behavior Management            Plans            Incentives</p>	<p>Where did dinosaurs come from?</p> <p>Where did Dinosaurs go?</p> <p>How do the animals get to the Zoo?</p> <p>Why are Zoos important?</p> <p>Why is there a prince/princess?</p> <p>Are princes and princesses real people?</p> <p>What does a word look like?</p> <p><b>Map Vocabulary:</b>            Syllable, details, description</p> <p><b>Theme Vocabulary:</b>            Dinosaur, bones, fossils, herbivore, carnivore, prehistoric, extinct</p> <p>Zoo, zoo keeper, endangered, cage, tiger, gorilla, monkey, giraffe, Bear, hippo, alligator, and lion etc.....</p>	<p>RF.PK1 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 case letters of the alphabet.</p> <p>RF.PK 2 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.</p> <p>RF.PK.3 a) Associates many letters (consonants and vowels as ready) with their names and most frequent sounds.</p> <p><i><b>21<sup>st</sup> Century Skills</b></i>  <b>CRP4.</b> Communicate clearly and effectively and with reason.</p>	<p>RF.PK.1a,b,c,d Begin to demonstrate a basic meaning of print</p> <p>RF.PK.2 a, b, c Demonstrate an understanding of spoken words and begin to understand syllables and sounds (phonemes).</p> <p>RF.PK.3, a Demonstrate an understanding of beginning phonics and word skills.</p> <p>W.PK.1 Use a combination of drawings, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.</p> <p>SL.PK. 5 Use drawings or visual displays to add to descriptions to provide additional detail</p> <p>W.PK.7 With guidance and support, participate in shared research and shared writing projects.</p>

## Pre School Curriculum Map

**Big Idea: What lives in the Ocean? What is a Rhyme?**

**Transfer Goal/Learning Scale 3:** The student will expressively identify knowledge of beginning phonemic awareness skills.

**June**

Enduring Understandings	Essential Questions	Skills/Indicators	Standards
<p>It's fun to play at the beach and learn about sea life.</p> <p>It's fun to swim in the ocean, but you have to be careful.</p> <p>We live near the beach and we can learn from our surroundings.</p> <p>Reading stories that rhymes helps me to become a better reader.</p> <p><b>Modifications:</b>            Additional time            Individual Instruction            Different Materials            Body Breaks            Behavior Management            Plans            Incentives</p>	<p>Why do sharks have all those teeth?</p> <p>Where do waves come from?</p> <p>Why does the ocean have salt water?</p> <p>Why do authors write stories that rhyme?</p> <p>Why do we need to be safe when you are near the ocean?</p> <p><b>Map Vocabulary:</b>            Rhyme, opposites, poem, nursery rhyme</p> <p><b>Theme Vocabulary:</b>            Ocean, beach, sand, bucket, shovel, towel, beach chair, life guard, bathing suit, hat, starfish, crabs, whale, fish, shark</p>	<p><b>L.PK.1</b>            a) Print many alphabet letters            b) Use frequently occurring nouns and verbs            c) Form regular plural nouns            d) Understand and use question words            e) Use frequently occurring prepositions            f) Begin to speak in complete sentences            g) Understands and can follow multi-step directions.</p> <p><b>L.PK.4 a)</b> With guidance and support generate words that are similar in meaning</p> <p><b>L.PK.5</b>            a) Begin to sort familiar objects            b) Begin to understand opposites of simple and familiar words            c) Identify real life connections between words and there use</p>	<p><b>RL.PK.4</b> With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.</p> <p><b>RL.PK.5</b> Recognize common types of literature (story books and poetry books).</p> <p><b>L.PK.1a,b,c,d,e,f,g</b> Begin to understand the conventions of standard English grammar when speaking during interactions and activities</p> <p><b>L.PK.4a</b> Begin to determine the meaning of new words and phrases introduced through preschool reading and content.</p> <p><b>L.PK.5 a,b,c</b> With guidance and support, explore word relationships</p> <p><b>L.PK.6</b> Use words and phrases acquired through conversations, activities and read alouds</p> <p><b>21<sup>st</sup> Century Skills</b>  <b>CRP4.</b> <i>Communicate clearly and effectively and with reason.</i></p>