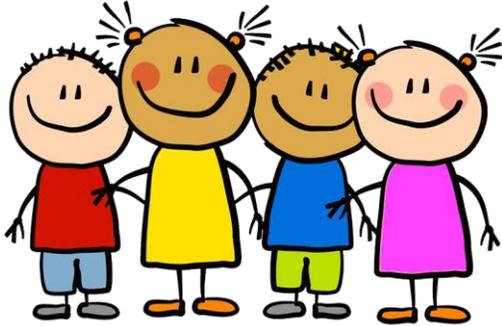


# Mount Vernon City School District



## Prekindergarten Curriculum Map

2022-2023



**Dr. Waveline Bennett-Conroy Superintendent of Schools**

**Adriane G. Saunders, President**

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**Jeffrey Redd**

# Curriculum Map at a Glance

| Date     | What should I be doing?  | Days school is not in session this week: | Assessments                                       | Social Emotional Activity                      |
|----------|--|--|---|--|
| 9/7/22   | Half day orientations:<br><b>Begin 100 day of School Counter</b>           | Monday-Wednesday                         |   |  |
| 9/12/22  | Welcome activities-<br><b>Full day starts Monday</b><br>Second Step Week 1 |  | Teachers Complete ESI-R Screening                 | 1. Classroom Culture<br>2. Breathing Buddies   |
| 9/19/22  | Mo Willems Unit  |  | Teachers Begin CLI Engage Wave 1                  |  |
| 9/30/22  | Theme 1 Week 1<br>Second Step Week 2                                       | Monday/Tuesday                           | Social Workers Begin CLI Engage Social Emotional  |  |
| 10/3/22  | Theme 1 Week 2<br>Second Step Week 3                                       | Wednesday                                |   |  |
| 10/10/22 | Theme 1 Week 3<br>Second Step Week 4                                       | Monday                                   | Teachers Finish CLI Engage Wave 1                 | 1. Calm Down Corner<br>2. Identifying feelings |
| 10/17/22 | Theme 1 Week 4<br>Second Step Week 5                                       | Wed: Supt Conference Day                 |   |  |
| 10/24/22 | Theme 2 Week 1<br>Second Step Week 6                                       |  | Social Workers Finish CLI Engage Social Emotional |  |
| 10/31/22 | Theme 2 Week 2<br>Second Step Week 7                                       |  |   |  |
| 11/7/22  | Theme 2 Week 3<br>Second Step Week 8                                       | Friday                                   |   | 1. Body Safety<br>2. Glitter Jars              |
| 11/14/22 | Theme 2 Week 4<br>Second Step Week 9                                       |  |   |  |
| 11/28/22 | Seasonal Activities  | Early Dismissal Wed Thursday & Friday    |   |  |
| 12/5/22  | Theme 3 Week 1<br>Second Step Week 10                                      |  |   |  |
| 12/12/22 | Theme 3 Week 2<br>Second Step Week 11                                      | Wed: Supt Conf Day                       |   | 1. Growth Mindset                              |

Mount Vernon City School District  
 Universal Prekindergarten Curriculum Map 2022-2023

|             |   |   |                                   |                                |
|-------------|---|---|-----------------------------------|--------------------------------|
| 12/19/22    | Seasonal Activities                                 |   |                                   | 2. Character Kids Save the Day |
| 12/26/22    | Winter Recess                                       | ALL WEEK  |                                   |                                |
| 1/3/2023    | Ezra Jack Keats Unit                                | Monday  |                                   |                                |
| 1/9/23      | Theme 3 Week 3<br>Second Step Week 12               |   | Teachers Begin CLI Engage Wave 2  | Friendship                     |
| 1/16/23     | Theme 3 Week 4<br>Second Step Week 13               | Monday  |                                   |                                |
| <b>Date</b> | <b>What should I be doing?</b>                      | <b>Days school is not in session this week:</b> | <b>Assessments</b>                |                                |
| 1/23/23     | Theme 4 Week 1<br>Second Step Week 14               |   | Teachers Finish CLI Engage Wave 2 |                                |
| 1/30/23     | Theme 4 Week 2<br>Second Step Week 15               |   |                                   |                                |
| 2/6/23      | Theme 4 Week 3<br>Second Step Week 16               |   |                                   |                                |
| 2/13/23     | 100 <sup>th</sup> Day of School Week/Theme 4 Week 4 |   |                                   | Kindness Rocks                 |
| 2/20/23     | Mid-Winter Recess                                   | ALL WEEK  |                                   |                                |

|         |                                       |                           |  |                      |
|---------|---------------------------------------|---------------------------|--|----------------------|
| 2/27/23 | Theme 5 Week 1<br>Second Step Week 17 |                           |  | Tapping/Affirmations |
| 3/6/23  | Theme 5 Week 2<br>Second Step Week 18 |                           |  |                      |
| 3/13/23 | Eva Chen Unit                         | ½ Day Wed. Supt. Conf. PM |  |                      |
| 3/20/23 | Theme 5 Week 3<br>Second Step Week 19 |                           |  |                      |
| 3/27/23 | Theme 5 Week 4<br>Second Step Week 20 |                           |  |                      |
| 4/3/23  | SPRING BREAK                          | ALL WEEK                  |  |                      |
| 4/10/23 | Theme 6 Week 1<br>Second Step Week 21 |                           |  |                      |

Mount Vernon City School District  
 Universal Prekindergarten Curriculum Map 2022-2023

|         |  |        |  |                           |
|---------|--|--------|--|---------------------------|
| 4/17/23 | Week of the Young Child                                  |        |  | Friendship Mural          |
| 4/24/23 | Theme 6 Week 2<br>Second Step Week 22                    |        |  |                           |
| 5/1/23  | Theme 6 Week 3<br>Second Step Week 23                    |        | Social Workers<br>Begin CLI<br>Engage Social<br>Emotional  | Building a Growth Mindset |
| 5/8/23  | Theme 6 Week 4<br>Second Step Week 24                    |        |  |                           |
| 5/15/23 | Theme 7 Week 1<br>Second Step Week 25                    |        | Social Workers<br>Finish CLI<br>Engage Social<br>Emotional |                           |
| 5/22/23 | Theme 7 Week 2<br>Second Step Week 26                    |        | Teachers Begin<br>CLI Engage<br>Wave 3                     |                           |
| 5/29/23 | Theme 7 Week 3<br>Second Step Week 27                    | Monday |  | King of Kindergarten      |
| 6/5/23  | Theme 7 Week 4<br>Second Step Week 28                    |        | Teachers Finish<br>CLI Engage<br>Wave 3                    |                           |
| 6/12/23 | Pre-K Graduations<br>Complete Juneteenth<br>3 day lesson |        |  |                           |
| 6/19/23 | STUDENT CHOICE<br>WEEK                                   | Monday |  |                           |

# Emergent Multilingual Language Learners (EMLL)



Mt. Vernon Pre-Kindergarten Department recognizes that diversity in all forms becomes an asset to learning when the classroom environment promotes respect for how children may be different from one another, as well as for what they may have in common. Similarly, we value *linguistically diverse children* and recognize that bilingualism and biliteracy are assets.

Mt. Vernon School District is proud to share that starting 2021/22 school year, we will implement a process for identifying Prekindergarten students who speak a language other than English in accordance with the State requirements.

As a result, we will engage in the “Emergent Multilingual Learners Language Profile Protocol” (EMLLPP), a process that will allow us to gather information about the child’s language skills and practices within child’s family and thus form *a linguistic profile* for an EMMLL child. This process enables teachers and other professionals to design strategies for student’s academic participation, adjustment, learning, and assessment.

It is the expectation in Mt. Vernon School District that teachers of EMLLs integrate children’s home languages strategically to support comprehension, engagement, scaffolding, practice, assessment, and extending. In order to promote a positive perspective of multilingualism and multiculturalism, our pre-K educators are provided with specific professional development that allows them to approach linguistic challenges in the classroom in the most effective manner. Teachers are trained to model the usefulness of the home language for learning by communicating to children and their families that their home languages are welcome at school even when the parents or guardians may struggle to understand.

Professional development focuses on enriching instructional repertoire pertaining to *specific research-based strategies* that support language acquisition and development. **The following are the examples of instructional strategies that our educators will be implementing in their classrooms:**

- *Coordinate with families to have them read translations of familiar classroom books at home.*
- *Encourage family members to conduct at-home assignments in the home language.*
- *Invite community members to read books in multiple languages.*
- *Introduce translations of target vocabulary, teaching both the English word alongside the word in the home languages.*
- *Play songs and narrations in the home languages.*
- *Label objects in the classroom in both English and the home languages. Learn the translation of these objects from families or from translation software.*
- *Sing in multiple languages.*
- *Incorporate in the classroom familiar objects (i.e. instruments, household items, clothing, toys, etc.) from children's countries and cultures and encourage children to name and use them.*
- *Encourage counting in multiple languages.*
- *Learn and use key phrases in the home languages of the children.*
- *Encourage children to speak to classmates who share their language.*
- *Develop a thorough selection of visual aids labeled in multiple languages.*
- *Use audio and video resources in multiple languages.*

- *Create a multilingual library.*
- *Partner with community members who can aid in translation and interpretation.*
- *Invite community members to transcribe children’s narrations on their drawings.*
- *Record children telling stories in their home language and ask them to translate their stories into English.*
- *Display children’s work in multiple languages.*

We are excited to start working with our multi-language learners more strategically this school year. We are looking forward to partnering with staff, community members, or parent volunteers fluent in the children’s home languages and exemplifying that both the development of the native language and the English language acquisition go hand in hand and are extremely beneficial!

**Curriculum:**

**Develop Inspire and Grow (D.I.G.):** By balancing developmentally appropriate skills with just the right amount of play, *DIG* support teachers as they develop, inspire, and grow early learners on their way to Grade K. This program uses whole group instruction, small group instruction, technology, ongoing formative assessment, and family involvement to ensure students are ready for Kindergarten as well as, receive a solid educational foundation.

DIG Features:

- Thematic, integrated instruction
  - Daily, robust math
  - Active, meaningful literacy
- Explicit oral language development
  - Purposeful differentiation

Theme 1. At School

Theme 2. All About Me

Theme 3. Community

Theme 4. Health and Nutrition

Theme 5. The Earth Our Home

Theme 6. Living Things

Theme 7. Science is Everywhere

### **Assessments:**

**ESI-R :** The Early Screening Inventory-Revised (ESI-R™) 2008 Edition provides a brief developmental screening instrument designed to be individually administered to children from 3.0 to 5.11 years of age. It identifies children who may need special education services in order to perform successfully in school. The instrument addresses developmental, sensory, and behavioral concerns in the following areas:

- Visual Motor/Adaptive
- Language and Cognition
- Gross Motor Skills

This assessment will be given within the first 20 days of students' entrance into class.

**Circle/CLI Engage:** The CIRCLE Progress Monitoring System (formerly known as C-PALLS+), is a user-friendly, technology-driven tool that enables a teacher to assess a child's progress in a particular skill area almost instantly. This simplistic yet reliable data collection prompts teachers to focus on lessons that target their students' least developed skill areas. The CIRCLE Progress Monitoring System is aligned with the Head Start Child Development and Early Learning Framework. Circle will be administered three times a year BOY, MOY,EOY.

The CIRCLE Progress Monitoring System's reporting features provide snapshots of student skill levels at the individual, group, class, school, and even district levels. The reports used clear visual indicators to flag students who fall below established benchmarks. Finally, student grouping features and links to recommended activities automatically provide the teacher with the first steps in beginning small group instruction that targets specific skill areas.

**DIG Unit Progress Monitoring Assessments:**

Progress monitoring in *DIG* takes the form of quick, informal assessments at the end of each instructional week, designed to gauge children's learning and mastery of the skills taught in the program. These assessments are built into every Day 5 lesson in the Teacher's Guide.

To reteach key skills, you may use the **Suggestions for Re-teaching** included on the Monitor Progress pages. The sections labeled **Do children need...** on the Small Groups pages can also be used to provide additional support for literacy and math skills. If you find that children need more oral language support, plan to incorporate more of the **Oral Language Development** suggestions into your normal instructional routine during the Theme Circle, Literacy Circle, and Math Circle lessons.

**Teaching Assistants Observation Checklist:** Teaching assistants will complete a class observation checklist four times a week. The checklist will provide formative assessment data on social emotional, academic, and linguistic progress. This data will be housed in a binder and used for supporting students in small groups, during transitions, and ensuring students meet overall benchmarks.

Mount Vernon City School District  
Universal Prekindergarten Curriculum Map 2022-2023

**Books for Classroom Library: See Curriculum Map for Lesson Placement**

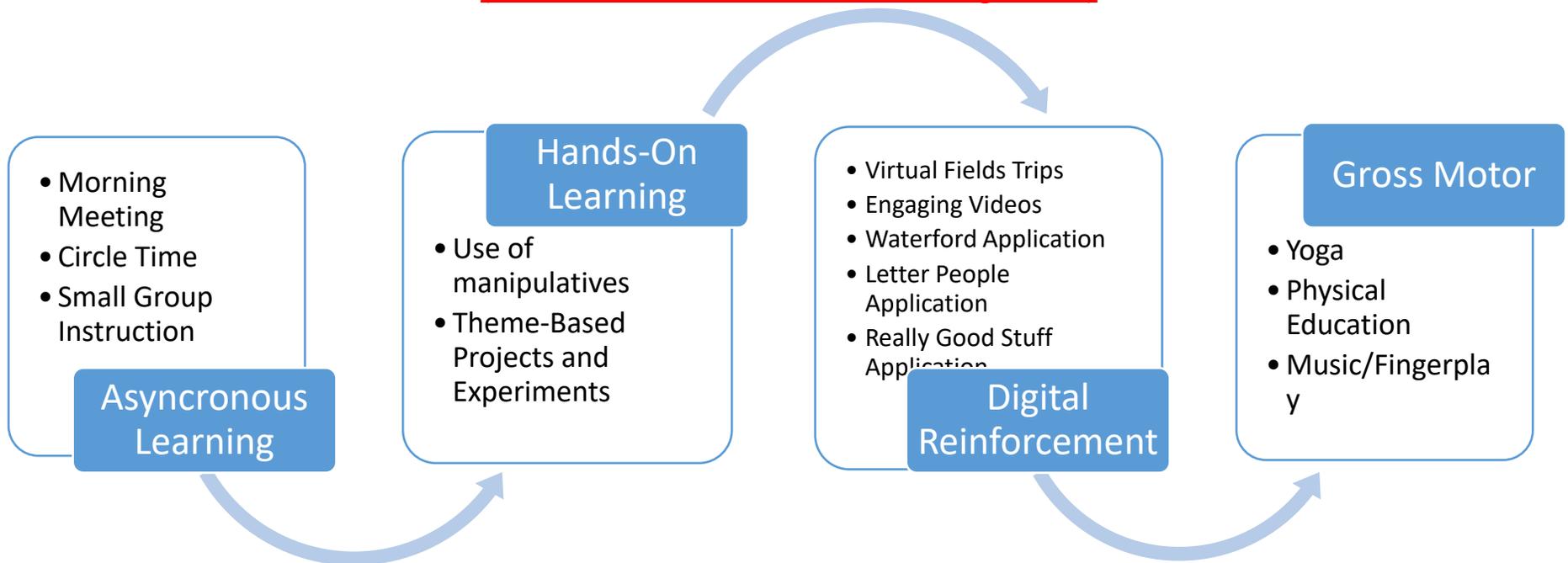
| Theme 1  | Theme 2  | Theme 3   | Theme 4  | Theme 5  | Theme 6                                       | Theme 7   | Theme 8   |
|--|--|---|--|--|---|---|---|
| Alligators All Around by Maurice Sendak                    | All the Colors of Earth by Sheila Hamanaka                                 | As the Crow Flies: A First Book of Maps by Gail Hartman | Does an Elephant Take a Bath? By Fred Ehrlich M.D. | Cactus Hotel by Brenda Z. Gulberson            | Big Red Barn by Margaret Wise Brown           | Change It! Solids, Liquids, Gases. And You by Adrienne Mason        | Alphabet Mystery by Audrey Wood                                 |
| Arf! Beg! Catch! Dogs from A to Z by Henry Horenstein      | Dinosaurs, Beware! A Safety Guide by Marc Brown and Stephen Krensky        | Bear About Town by Stella Blackstone                    | Don't Let the Pigeon Stay up Late! By Mo Willems   | Don't Throw That Away by Lara Bergen           | The Carrot Seed by Ruth Krauss                | Changes, Changes by Pat Hutchins                                    | Apple Farmer Annie by Monica Wellington                         |
| Chicka Chicka Boom Boom by Bill Martin Jr.                 | Elmer by David McKee   | Career Day by Anne Rockwell                             | Exercising by Robin Nelson                         | Earth Day: An Alphabet Book by Gary Kowalski   | Charlie the Caterpillar by Dom Deluise        | Energy Makes Things Happen by Kimberly Brubaker Bradley             | The Bus for Us by Suzanne Bloom                                 |
| David Goes to School by David Shannon                      | The Family Book by Todd Parr   | A Country Far Away by Nigel Gray                        | From Head to Toe by Eric Carle                     | Far North in the Arctic by Cory Cooper Hansen  | A Frog in the Bog by Karma Wilson             | I Use Science Tools by Kelly Hicks                                  | The Construction Alphabet Book by Jerry Pallotta                |
| Do You Want to be My Friend? By Eric Carl                  | The Five Senses by Nurla Roca SHdjskla                                     | Delivering Your Mail by Ann Owen xx                     | Germes Make me Sick! By Melvin Berger              | Flower Garden by Eve Bunting                   | From Tadpole to Frog by Wendy Pfeffer         | It Looked Like Spilt Milk by Charles G. Shaw                        | The Falling Flowers by Jennifer B. Reed                         |
| Froggy Goes to School by Jonathan London                   | I Can Be Safe by Pat Thomas  | DIG! By Andrea Zimmerman                                | How do Dinosaurs Get Well Soon? By Jane Yolen      | A House is a House for Me by Mary Ann Hoberman | I Am a Living Thing by Bobbie Kalman          | Little Blue and Little Yellow by Leo Lionni                         | How to Make an Apple Pie and See the World by Marjorie Priceman |
| How Kind! By Mary Murphy                                   | I Like Being Me: Poems for Children About Feeling Special... by Judy Lalli | The Giant Jam Sandwich by John Vemon Lord               | Just Me in the Tub by Gina and Mercer Mayer        | I Love Our Earth by Bill Martin Jr.            | In the Small, Small Pond by Denise Fleming    | The Mixed-up Chameleon by Eric Carle                                | Machines at Work by Byron Barton                                |
| The Kissing Hand by Audrey Penn                            | I Like Myself! By Karen Beaumont   | Houses and Homes by Ann Morris                          | Little Yoga by Rebecca Whitford and Martina Selway | Our Big Home: An Earth Poem by Linda Glaser    | Is it Living or Nonliving? By Rebecca Rissman | Motion:Push and Pull, Fast and Slow by Darlene Stille               | The Magic School Bus Gets Programmed by Joanna Cole             |
| Llama Llama Misses Mama by Anna Dewdney                    | I Love Saturdays y Domingos by Alma Flor Ada                               | Ordinary Mary's Extraordinary Deed by Emily Pearson     | Lunch by Denise Fleming                            | Recycle Every Day by Nancy Elizabeth Wallace   | It's a Firefly night by Dianne Ochiltree      | Oliver by Judith Rossell  | Noisy City Night by Sara Anderson                               |
| Mouse's First Day of School by Lauren Thompson             | The Listening Walk by Paul Showers   | Police Officers on Patrol by Kersten Hamilton           | Monsters Don't Eat Broccoli by Barbara Jean Hicks  | Red leaf, Yellow Leaf by Lois Ehler            | A Ladybug's Life by John Himmelman            | Sand Cake by Frank Asch   | On the Go by Ann Morris   |
| The Night Before Preschool by Natasha Wing                 | Lots of Grandparents by Shelley Rotner                                     | Say Hello by Rachel Isadora                             | One Cow Coughs by Diana Pomeroy                    | The Turning of the Year by Bill Martin Jr.     | One Bean by Ann Rockwell                      | Spectacular Science: A Book of Poems selected by Lee Bennet Hopkins | Pizza at Sally's by Monica Wellington                           |
| Now I Eat My ABC's by Pam Abrams                           | My Five Senses by Alik   | What if Everybody Did That? By Ellen Javernick          | Sleep is for Everyone by Paul Showers              | What Does it Mean to Be Green? By Rana DiOrio  | Planting a Rainbow by Lois Ehler              | What is a Scientist? By Barbara Lehn                                | Planes at the Airport by Peter Mandel                           |
| Peanut Butter and Cupcake by Terry Border                  | When I was Little by Jamie Lee Curtis                                      | What is a Community for A to Z? by Bobbie Kalman        | The Vegetables We Eat by Gail Gibbons              | What Makes the Seasons? By Megan Montague Cash | Pumpkin Pumpkin by Jeanne Titherington        | What makes a Magnet? By Franklyn M. Branley                         | Things that Go by National Geographic Kids                      |
| Rainbow Fish by Marcus Pfister                             | Whoever You Are by Mem Fox   | Workers by Dona Herweck Rice                            | Yoko by Rosemary Wells                             | Why Should I Recycle? By Jen Green             | Underground by Denise Fleming                 | Who sank the Boat? By Pamela Allen                                  | We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury  |
| The Selfish Crocodile by Fausten Charles and Michael Terry | Who's in a Family? By Robert Skutch  |   |  |  | The Very Hungry Caterpillar by Eric Carle     |   | When I was Young in the Mountains by Cynthia Rylant             |



## E-LEARNING

# Distance Learning and Prekindergarten

(in the event of closures and emergencies)



# Social Emotional Monthly Activities



## *Teacher Guide*

Here you will find a breakdown of the monthly social emotional activities. Each month shows a description of the social worker led project as well as additional resources for teachers to use to support the SEL monthly theme.

**September: Welcome to School: Our Classroom Community**  
**Social Work Led Project: Fill Your Bucket/Breathing Buddies**



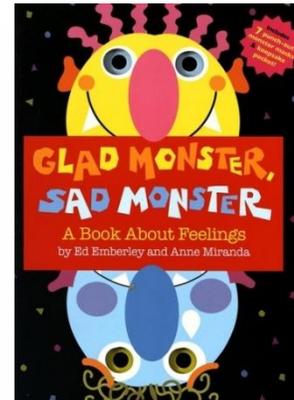
- Students will feel welcomed, recognized, and safe in their new school.
- Students will begin to build trusting relationships with adults in their classrooms.
- Social workers will aid in getting students acclimated to classroom rules and routines.
- Social Workers will read “Have you Filled a Bucket Today?” and discuss classroom culture
- Social Workers will help students create “[Breathing Buddies](#)” which they can use for comfort and to practice deep breathing

**Teacher Resources/Responsibilities that support monthly theme:**

- Introduce and reinforce classroom rules. Introduce and implement a visual daily schedule.
- Encourage students to utilize breathing buddy to help take deep breaths in times of distress
- Highlight when students perform “bucket-filling” actions to support positive classroom environment
- [Cheryl Meiners book series](#) covers different topics surrounding positive social behavior in the classroom.

## October: Calm Down Corner/Feelings & Emotions

### Social Work Led Project: Introducing & Explaining the Calm Down Corner/Glad Monster Sad Monster

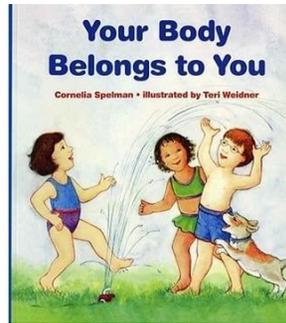


- A calm down corner is a space within the classroom that students can utilize to regulate their physical and emotional state. Calm down corner can be used to assist students in regaining behavioral control.
- Social workers will conduct classroom lessons about self-care, as well as assist teachers in developing their calm down corners.

#### Teacher Resources/Responsibilities to support the monthly theme:

- Have calm down corner set up by October 15<sup>th</sup>.
- Set up and introduce feelings chart. Use SEL posters, which will be provided by social workers, to showcase in cozy corner space.
- Video demonstrating how to set up calm down corner: [How to set up and use a Calm Down Corner!](#)

## November: Body Safety Social Worker Led Project: Glitter Jars



- The book *Your Body Belongs to You* will discuss bodily autonomy, safety and respect
- Creation of Glitter Jars will add an additional resource for self-regulation in the classroom

### Teacher Resources/Responsibilities to support the monthly theme:

- Glitter Jars can remain in the calm down corner or in student's desk supply bin for easy access.
- Book for deep breathing and mindfulness: [My Magic Breath - Read Aloud](#)
- Videos to play when students need "calm down" moment with their jars:
  - ["Settle Your Glitter"](#)
  - [Melting - Flow | GoNoodle - YouTube](#)

**December: Character Development/Growth Mindset**  
**Social Work Led Project: Character Kids Save the Day - Book and Capes**



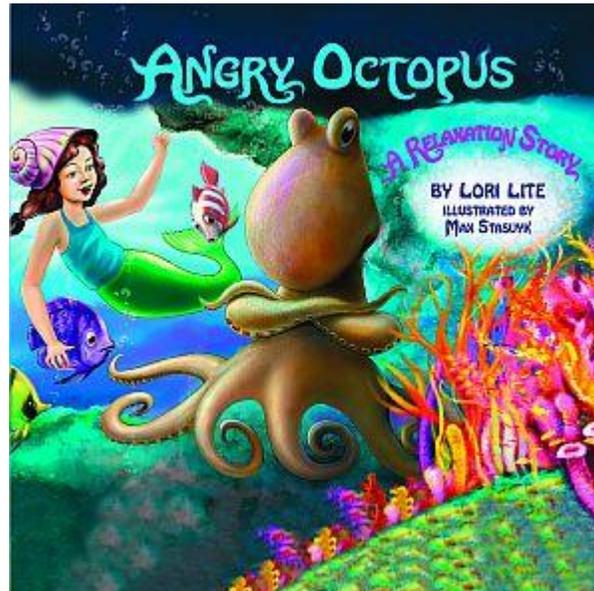
- Social workers will read the story “Character Kids Save the Day!” and introduce 5-character traits to help begin the process of character development and understanding good values.
- Social Workers will introduce the story “Beautiful Oops” and discuss development of growth mindset
- Students will learn the value of good character early to help develop a positive sense of self, become engaged in learning and enjoy positive relationships with others.

**Teacher Resources/Responsibilities to support the monthly theme:**

- Teachers will receive their own set of character capes to keep in the classroom.
  - When a student is demonstrating one of the 5-character traits, the teacher can reinforce character development by allowing the student to wear the corresponding cape.

## January: Finding Calm

### Social Worker Led Project: Angry Octopus: A Relaxation Story



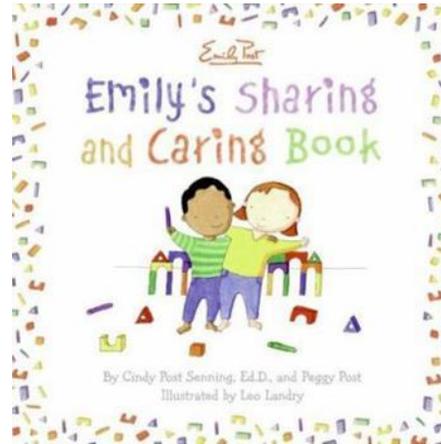
- Social Workers will read “Angry Octopus: A Relaxation Story” and review coping and calm-down strategies
- Students will engage with a coping strategies wheel and practice ways to regulate themselves

#### Teacher Resources/Responsibilities to support the monthly theme:

- Share with the class when they are using a strategy and how it is helpful
- Praise students who independently use strategies
- Have peers support each other in recommending strategies to use

## February: Friendship

### Social Worker Led Project: Emily's Sharing and Caring Book and Friendship Mural

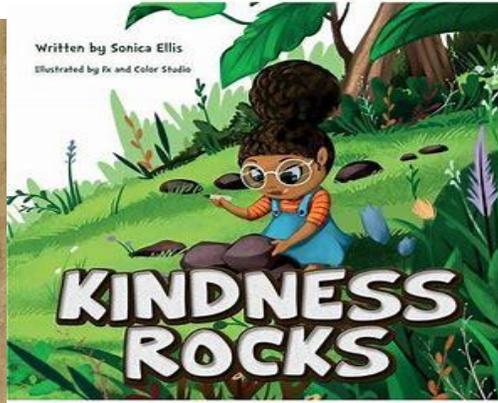


- Social workers will read “Emily’s Sharing and Caring Book” followed by a discussion centered around play and friendship.
- Classes will create a friendship mural. Each student will select the name of a classmate at random from a bag and draw a picture of themselves playing with that friend.
- Social workers will display murals in the classroom and showcase friendship and diversity.

#### Teacher Resources/Responsibilities to support the monthly theme:

- Additional books on friendship
  - [How do Dinosaurs Stay Friends - Read Aloud](#)
  - [BAD APPLE - A Tale of Friendship - Read Aloud](#)

## March: Kindness Rocks Social Worker Led Project: Kindness Rocks

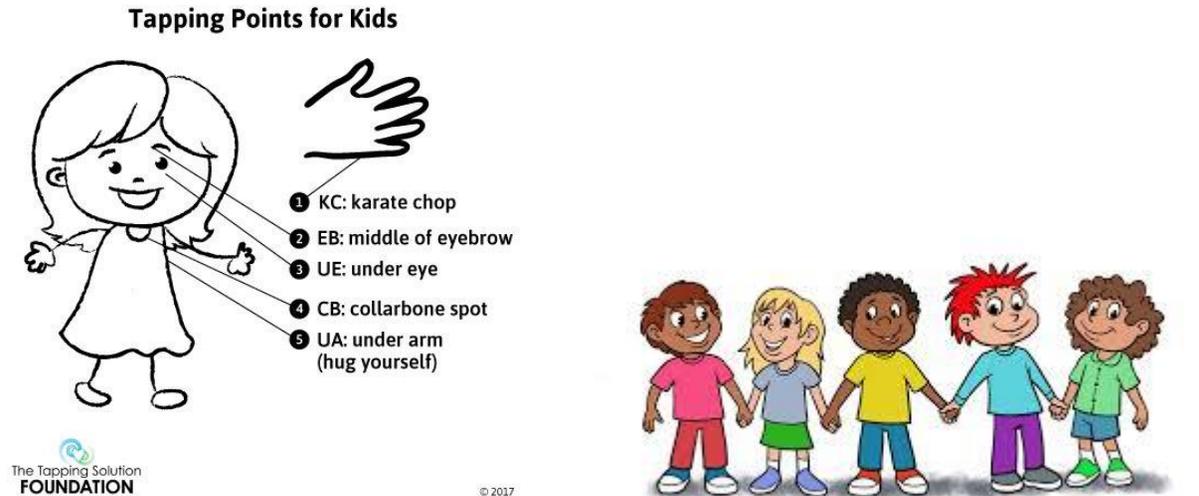


- A 'Kindness Rock' is a creative way to encourage acts of kindness within the classroom and community.
- Social workers will connect "Kindness Rocks" story to what students have learned about Martin Luther King Jr. in their classrooms.

### Teacher Resources/Responsibilities to support the monthly theme:

- Send home SeeSaw messages and "Caught Being Kind" certificates.
  - Post pictures of students on Seesaw doing acts of kindness and wearing the Kindness Cape.
  - Social Workers will provide [kindness certificates](#) to be sent home to families.

## April: Tapping Strategies and Affirmations Social Worker Led Project:



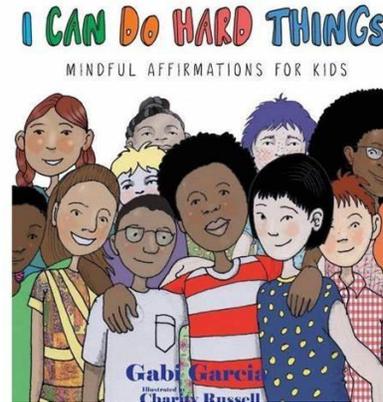
- Social workers will read “Tapping Your Way to a Great Big Smile!” and teach students how to use EFT (Emotion Freedom Technique) as a stress-relieving strategy
- Students will practice using affirmations to build resilience and confidence

### Teacher Resources/Responsibilities to support the monthly theme:

- Post tapping points in calm corner
- Facilitate whole class affirmations and tapping

## May: Growth Mindset

### Social Work Led Project: I can do hard things posters



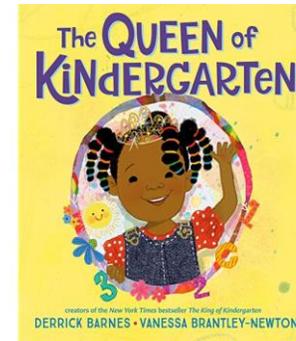
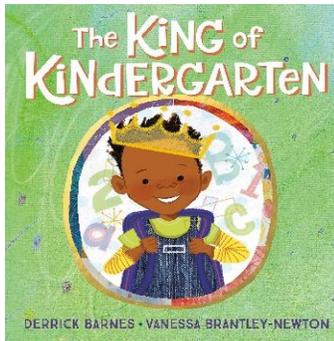
- Social workers will introduce the concept of “growth mindset” by reading “I Can Do Hard Things” by Gabbi Garcia
- Social workers will guide a discussion on growth mindset vs. fixed mindset.
- Students will build and strengthen their own growth mindset by completing “I can, I can’t worksheet”

#### Teacher Resources/Responsibilities to support the monthly theme:

- Growth Mindset Yoga - Reinforce the idea of growth mindset by practicing daily affirmations through yoga poses. This link below will demonstrate 5 yoga poses to inspire a growth mindset for our students.
  - [How to Build a Growth Mindset through Yoga Poses for Kids \(kidsyogastories.com\)](https://kidsyogastories.com)
- Additional Growth Mindset book
  - [Giraffes Can't Dance - YouTube](#)

## June: Kindergarten Transition

### Social Worker Led Project: The King of Kindergarten - Kindergarten Crowns



- A smooth transition between Pre-K and Kindergarten is key to a child’s social development and future educational success.
- Social workers will read “The King of Kindergarten” and assist students with creating their own king and queen kindergarten crowns.

#### Teacher Resources/Responsibilities to support the monthly theme:

- Kindergarten Transition Books
  - [Off To Kindergarten - Read Aloud](#)
  - [The Night Before Kindergarten - Read Aloud](#)

# SOCIAL EMOTIONAL CURRICULUM FOR SOCIAL WORKERS



Mount Vernon City School District  
 Universal Prekindergarten Curriculum Map 2022-2023

| <b>Fall</b>   |   |   |
|---|---|---|
| Small Group Counseling Topics: Transitioning to the classroom, Emotions and Feelings, Problem Solving |   |   |
| <b>Topic</b>  | <b>Activity and Discussion</b>  | <b>Books and Resources</b>  |
| Following Directions  | Games and Puzzles   | Sorry, Connect Four, Candyland<br>Respect Matching Game<br>Social Emotional Match-Up: Making Good Choices |
| Following Directions  | Read a story and complete <a href="#">Follow Rules worksheet</a>                                      | Know and Follow Rules – Meiners<br><br>Respect and Take Care of Things- Meiners                           |
| Following Directions  | Investigators Club: Be A Good Listener<br>Investigators Club: Use Your Indoor Voice                   | Investigators Club Pages 14-16  |
| Problem Solving   | Investigators Club: Talk About It   | Investigators Club Page 18  |
| Safety  | Discuss the procedures and rules of a fire drill. Explain why we have them and what we need to do.    | Tinyville Town: I’m a firefighter   |
| Safety  | Use pictures of household items and school items and do a safe vs. dangerous sort                     | Be Careful and Stay Safe – Meiners  |
| Transitioning into Classroom  | Draw someone who is attached to your invisible string.<br><br>Who do you miss while you’re at school? | The Invisible String  |

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|                       |                              |  |
|-----------------------|------------------------------|--|
| Feelings and Emotions | Emotion Bingo Game           | <a href="#">The Way I Feel by Janan Cain</a><br>Calm Down Kit Lesson 3 : Page 23- 25                                       |
| Feelings and Emotions | Emotional awareness practice | Emotions Play-Doh mats<br>Moods and Emotions Mirrors<br>Stack and Build Emotion Kids<br>Mood and Emotions Wooden Match ups |

Mount Vernon City School District  
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| <b>Winter</b>   |   |  |
|---|---|--|
| Small Group Counseling Topics: Kindness, Mindfulness, Diversity, Acceptance |   |  |
| <b>Topic</b>  | <b>Activity and Discussion</b>  | <b>Books and Resources</b>   |
| Kindness  | Draw yourself doing an act of kindness.   | Be Kind – Pat Miller   |
| Kindness  | Print out pictures of acts of kindness. Students can cut and glue pictures into a kindness collage. | Be Polite and Kind - Meiners   |
| Diversity   | Students use rainbow scratch paper to create self-portrait.   | It's Okay to be Different - Todd Parr  |
| Diversity   | Self Portrait   | Skin like mine – Latisha Perry   |
| Diversity   | Read story and have discussion on what makes students alike and what makes them different.          | Calm Down Kit Lesson 2:<br>Page 20 & 21<br>Perhaps I'll Be An Orpple by<br>Z Hackett             |
| Mindfulness   | Read story and practice yoga  | <a href="#">Listening to my Body by Gabi Garcia</a>  |
| Mindfulness   | Students take turns spinning wheel. They will name the emotion and share a time they felt that way. | Calm Down Kit Lesson 4:<br>Page 26 & 27<br><br>How do you feel? Wheel<br><br>Calm Yourself cards |
| Mindfulness   | Have students practice deep breathing with their glitter jars.                                      | My Magic Breath – Alison Taylor  |

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|            |  |   |
|------------|--|---|
| Acceptance | Have students bring in an item from home for Show and Tell | <a href="#">Show and Tell Day - YouTube</a> |
|------------|--|---|

| <b>Spring</b>   |   |   |
|---|---|---|
| Small group counseling topics: Friendship, Growth Mindset, Changes, Kindergarten Transition |   |   |
| <b>Topic</b>  | <b>Activity and Discussion</b>  | <b>Books and Resources</b>                              |
| Friendship  | Say it Back Ball Toss Game  | Talk and Work it Out by Meiners                         |
| Friendship  | Investigators Club: We Can Compromise   | Investigators Club Page 30                              |
| Friendship  | Use question cubes to practice asking/answering questions with classmates               | Conversation Cubes                                      |
| Friendship  | Discussion forgiveness skills.  | Forgive and Let Go: A book about forgiveness by Meiners |
| Growth Mindset  | Read story with students and have discussion about trying new things and not giving up. | <a href="#">The Magical Yet. - YouTube</a>              |
| Growth Mindset  | Have students discuss and draw a time they tried something new that was scary.          | Jabari Jumps – Gaia Cornwall                            |
| Self-Esteem   | Color your own Elmer  | Elmer – David McKee                                     |
| Kindergarten Transition   | Discuss kindergarten transition and potential worries about going to a new class.       | Dealing with Feeling Worried                            |

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| Kindergarten Transition | Discussion around having courage and being brave to Kindergarten | Have courage: A book about being brave – Cheri Meiners |
|-------------------------|--|--|

## DAY ONE: CREATE COUNTING CHART TO TRACK DAYS OF SCHOOL PREPARING FOR 100<sup>TH</sup> DAY OF SCHOOL ACTIVITIES

|   |                         |   |   |
|---|-------------------------|---|---|
| Week of:<br>September 1   | Unit of Study:<br>Intro | Day 1 of the school year:<br>DO THIS FROM BEGINNING OF YEAR |   |
| Academic Standards:   |                         |   |   |
| Social Emotional Standards:   |                         |   |   |
| Author Study Overarching Themes:  |                         |   |   |
| Objectives:<br>Students will understand the value of 100.   | Text(s):                | Video Links:  | Materials/ Resources<br>Needed:<br>100 paper strips/post-its/ circles |
| Lesson Procedure:<br>At the first circle time of the year, start your counting chart to 100. You can create a class chain link/post-it chain/ caterpillar where you add a new number each day to track until the 100 <sup>th</sup> day. Attached are some examples of how to start a class counter. |                         |   |   |

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**Activity: Counting to 100**

**Explanation:** Connects to activities for the 100 day.

**Build Knowledge:** Understanding the value of 100.

**Model:**

**Create:** Class counter.

**Small Group Project/Activity:** (Teacher or Teaching Assistant Led)

**Center Activities:**

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Some examples of how to track to 100 days

2. Paddle Pop Sticks



How many pennies in  
one dollar?

10  
20  
30  
40  
50  
60  
70  
80  
90  
100

Let's count to the  
100<sup>th</sup> Day of school!

Click to grab!

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Can use post-its instead

## Week One: Welcome Activities and Intro to Second Step

### Week 1: Welcoming

#### Why This Theme Matters

Building children's welcoming skills creates a sense of connection and comfort in the classroom community. This allows children to participate fully in classroom learning experiences. Having a positive experience of belonging in the early-learning setting helps children look forward to belonging to the learning communities of kindergarten and beyond.

#### Objectives

Children will be able to:

1. Make a friendly greeting
2. Say their names
3. Demonstrate showing someone new around the classroom

#### Lesson Concepts

- There are many ways to welcome someone new to class.
- Welcoming someone is a way to show you care.
- Welcoming helps other children feel they belong to the class.

#### Key Words

Welcome/Welcoming

## Week of 9/19/2023: Mo Willems Week-Long Author Study

| Mo Willems Author Study – Week at a Glance |  |   |  |  |   |
|--|--|---|--|--|---|
|  | My new friend is so fun!   | Should I share my ice cream?  | We are in a book   | My friend is sad! PBL  | Waiting is not easy   |
| <b>Theme (Social Emotional)</b>            | Talking about we can all be friends together<br><br>Ice Cream Sharing Game                     | Talking about sharing<br><br>Ice Cream Pass Sharing Game  | Talking about parts of a book<br><br>Meet Mo Willems Video<br><br>Parts of a Book – Illustrations: Directed Draw                           | Talking about feelings<br><br>I feel _____ because _____<br><br>STEM – making something to cheer Gerald up                                   | Talking about waiting<br><br>Model writing a letter to Mo Willems as a class (Talk about letters/words/sentences) |
| <b>ELA</b>                                 | Reader’s Theater Practice  | Reader’s Theater Practice   | Reader’s Theater Practice  | Reader’s Theater Practice  | Reader’s Theater Performance  |
| <b>Math</b>                                | Sorting – Piggie vs Elephant in groups   | Sorting – Pink like Piggie, Grey like Elephant  | Counting/Subitizing – How many elephants? How many piggies? Movements to match   | Shape discrimination<br>Body Part Game<br>Practicing waiting   | Which Elephant & Piggie Book was your favorite?<br>VOTE / Graph / Count   |
| <b>Small Group Project/Activity Ideas</b>  | Elephant/Piggie Paper Bag puppets or toilet tube puppets<br><br>Students will practice sorting | Ice cream names<br><br>Make Ice Cream Dough (cake mix + frosting) or playdough<br><br>Students will practice sorting by color | Class Book<br>To print and send home with families<br><br>Ideas:<br>-Should I Share my....?<br>-Class PK is in a Book! (Kids in the class) | Paper Plate Elephant or Piggie Feelings<br><br>Elephant/Piggie Headbands<br><br>Students use the math pieces to play the game with a partner | Write a letter to Mo Willems to tell him about your week with Elephant & Piggie                                   |

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| <b>Week of:</b> September 19-23  | <b>Unit of Study:</b> Mo Willems Author Study   | <b>Day 1 -5:</b> Reader's Theater (Literacy Circle) for ALL DAYS   |  |
| <b>Academic Standards:</b><br>PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)<br>PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences<br>PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts<br>PK.AC.5. Demonstrates a growing expressive vocabulary<br>PK.ELAL.6. [PKR.2] Retells stories or share information from a text   |   |  |  |
| <b>Social Emotional Standards:</b><br>PK.SEL.4. Develops positive relationships with their peers<br>PK.SEL.1. Regulates responses to needs, feelings and events<br>PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions   |   |  |  |
| <b>Author Study Overarching Themes:</b> Social Emotional, Friendship, Sharing, Feelings, Print Concepts  |   |  |  |
| <b>Objectives:</b><br><ul style="list-style-type: none"> <li>- Students will begin to become familiar with echo and choral reading with the teacher</li> <li>- Students will develop confidence with speaking in front of peers by practicing reciting the script with the class.</li> <li>- Students will create a performance after practicing the script for 4 days.</li> </ul>   | <b>Text(s):</b><br>My New Friend is So Fun! Reader's Theater Script<br>Waiting is Not Easy Script<br>We are in a Book Script<br>Should I Share My Ice Cream Script<br>My Friend is Sad Script | <b>Video Links:</b><br><a href="https://youtu.be/Y4IVlxAEiW4">https://youtu.be/Y4IVlxAEiW4</a> - Should I Share My Ice Cream? Semi Animated<br><a href="https://youtu.be/GfttHREVFxo">https://youtu.be/GfttHREVFxo</a> - My New Friend is So Fun Read Aloud:<br><a href="https://www.youtube.com/watch?v=XYNaiC1cDoo">https://www.youtube.com/watch?v=XYNaiC1cDoo</a> – We are In a Book ANIMATED<br><a href="https://youtu.be/tqVNrLiMFTQ?list=PL4YsEE3thDK4qdlWmjOJfKezhKiITyRU">https://youtu.be/tqVNrLiMFTQ?list=PL4YsEE3thDK4qdlWmjOJfKezhKiITyRU</a> – My Friend is Sad Read Aloud<br><a href="https://www.youtube.com/watch?v=c4Uo_Uk1_m8I">https://www.youtube.com/watch?v=c4Uo_Uk1_m8I</a> – Waiting is Not Easy ANIMATED | <b>Materials/ Resources Needed:</b><br><ul style="list-style-type: none"> <li>- Props (elephant and piggie costume pieces)</li> <li>- Scripts</li> <li>- Chart paper, sentence strips, or</li> <li>- Coordinating books</li> </ul> |
| <b>Lesson Procedure:</b><br><b>Day 1-4:</b><br><ul style="list-style-type: none"> <li>- Teacher will choose one script that they feel will best fit their class, with one having more parts (less lines) and some having less parts (more lines).</li> <li>- Write out the parts on chart paper, sentence strips, or the smartboard. Write rebus pictures over words as possible.</li> <li>- Teacher and TA will model reading the script with expression and acting out the parts.</li> <li>- Have students echo read and choral read with the teacher as students get comfortable with the language.</li> <li>- Alternate students having turns with different parts.</li> <li>- Ideas for differentiation: Have half the class be Elephant and half be Piggie or small groups for each part; If using a few students at a time, have those students sit in chairs in front of the classroom and only the student who's turn it is stands up.</li> </ul> <b>Day 5:</b> |   |  |  |

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| <ul style="list-style-type: none"> <li>- Invite families and/or other Pre-K classes in school to watch the performance! If not feasible, have half the class be the actors while the other half are the audience. Discuss appropriate behavior for an audience member and how to be a kind listener.</li> </ul>   |
| <p><b>Activity Explanation:</b> Students will familiarize themselves with a script of Elephant and Piggie to practice speaking in front of peers and speaking with expression</p> <p><b>Build Knowledge:</b> Students will build confidence with speaking in front of peers and speaking with expression</p> <p><b>Model:</b> Teacher and TA will model saying the parts and reading with expression</p> <p><b>Create:</b> Students will create a performance of the Reader’s Theater script of the teacher’s choice.</p> |

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|---------------------------------|--|---|
| <b>Week of:</b> September 19-23 | <b>Unit of Study:</b> Mo Willems<br>Author Study | <b>Day 1:</b> My New Friend is So Fun! Theme Circle |
|---------------------------------|--|---|

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| <p><b>Academic Standards:</b><br/>         PK.AC.1. Demonstrates motivation to communicate<br/>         PK.AC.4. Demonstrates a growing receptive vocabulary<br/>         PK.ELAL.5. [PKR.1.] Participates in discussions about a text<br/>         PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)<br/>         PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills</p> <p><b>Social Emotional Standards:</b><br/>         PK.SEL.4. Develops positive relationships with their peers<br/>         PK.SEL.1. Regulates responses to needs, feelings and events</p> |
|--|

**Author Study Overarching Themes:** Social Emotional, Friendship, Sharing, Feelings, Print Concepts

| <b>Objectives:</b>   | <b>Text(s):</b>                               | <b>Video Links:</b>   | <b>Materials/ Resources Needed:</b>                             |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>- Students will interact with other children.</li> <li>- Students will begin to develop friendships with at least one other child.</li> <li>- Students will participate in the large group singing activity.</li> </ul> | <p>My New Friend is So Fun! By Mo Willems</p> | <p>My New Friend is So Fun Read Aloud:<br/> <a href="https://youtu.be/GfTtHREVFxO">https://youtu.be/GfTtHREVFxO</a></p> <p>My New Friend is So Fun in Spanish:<br/> <a href="https://www.youtube.com/watch?v=-9wJfUqFLi8">https://www.youtube.com/watch?v=-9wJfUqFLi8</a></p> <p><a href="https://youtu.be/iK_xFtD5M3U">https://youtu.be/iK_xFtD5M3U</a> - Song link for beat. Song can be used afterwards as well.</p> | <ul style="list-style-type: none"> <li>- Video Links</li> </ul> |

|   |
|---|
| <p><b>Lesson Procedure:</b></p> <ul style="list-style-type: none"> <li>- Introduce the book and ask students what they know about friends. What are some things friends do together?</li> </ul> |
|---|

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- How do Gerald and Snake feel about Piggie and Brian Bat having so much fun together?
- What makes the two of them so worried? Is it okay to feel that way?
- In their opinion, what do both Gerald and Snake learn from the experience?
  
- Students will sit in a circle and sing the song together. Teacher and TA will model singing the song and standing up.
- When a name is said by the teacher, the student will stand up. Students will then say “Hi \_\_\_\_\_!”
- *“Look who came to school today, school today, school today, look who came to school today, it’s my friend \_\_\_\_\_.”*
- Play the song if desired to end.
  
- Closure: Have students create a picture to give to one friend and name that friend in the classroom before going to center or small group time.

**Activity Explanation:** Students will learn about friendship and things friends do together. Students will learn the names of the students in the classroom.  
**Build Knowledge:** Students will learn classmates names.  
**Model:** Teacher and TA will model singing the song and standing up when their name is said.  
**Create:** Students will create a picture for friend in the classroom. Students will create a paper bag puppet or toilet paper tube puppet during small group.

**Small Group Project/Activity: (Teacher or Teaching Assistant Led)**

Elephant/Piggie Paper Bag puppets– Students will utilize scissors, coloring utensils, and the template to create paper bag puppets with Elephant or Piggie’s face on it.  
**OR**  
 Elephant/Piggie toilet paper tube puppets – Students will paint toilet paper tubes and use glue and construction paper to create Elephant and Piggie puppets.

**Week of:** September 19-23

**Unit of Study:** Mo Willems Author Study

**Day 1:** Mo Willems MATH – Sorting Elephant & Piggie

**Academic Standards:**  
 PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings  
 PK.MATH.11. [NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category.

**Social Emotional Standards:**  
 PK.SEL.4. Develops positive relationships with their peers  
 PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions  
 PK.SEL.1. Regulates responses to needs, feelings and events

**Author Study Overarching Themes:** Social Emotional, Friendship, Sharing, Feelings, Print Concepts

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| <p style="text-align: center;"><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Students will sort pictures into two groups, Piggie or Elephant.</li> <li>- Students will verbalize how they know that the picture belongs to the group.</li> </ul>  | <p style="text-align: center;"><b>Text(s):</b></p> <p style="text-align: center;">N/A</p> | <p style="text-align: center;"><b>Video Links:</b></p> <p style="text-align: center;">N/A</p> | <p style="text-align: center;"><b>Materials/ Resources Needed:</b></p> <ul style="list-style-type: none"> <li>- Pictures of elephant and piggie (alphabet cards or other if desired) digital or physical</li> </ul> |
|---|---|---|---|
| <p><b>Lesson Procedure:</b></p> <p>Sorting – Piggie vs Elephant in groups</p> <ul style="list-style-type: none"> <li>- Teacher will introduce the activity. Who do you see here? How do you know it's that character?</li> <li>- What do you notice about Piggie? What do you notice about Elephant?</li> <li>- Teacher will model picking a picture of a character and talking about her/his thinking of how to choose which group to put it in</li> <li>- Students will go around the room and pick a character and choose which group to place it in.</li> <li>- Modifications: Utilize pictures of the characters that are slightly different (different poses, different feelings) or if students are having difficulty, use pictures that are exactly the same at first.</li> </ul> |   |   |   |
| <p><b>Activity Explanation:</b> Students will begin to explore sorting using pictures of elephant and piggie.<br/> <b>Build Knowledge:</b> Students will build knowledge about sorting through using favorite characters.<br/> <b>Model:</b> Teacher will model sorting piggie and elephant into groups.<br/> <b>Create:</b> Students will create groups</p>  |   |   |   |
| <p><b>Small Group Project/Activity: (Teacher or Teaching Assistant Led)</b><br/>         Students will practice the sorting skill in small group. Choose items that are very different – dinosaurs and blocks, bears and books, etc.<br/>         Differentiate for students needing enrichment touching on concepts such as big/small, hard/soft, smooth/bumpy</p>   |   |   |   |

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| <b>Week of:</b> September 19-23  | <b>Unit of Study:</b> Mo Willems Author Study  | <b>Day 2:</b> Should I share my ice cream? Theme Circle   |   |
| <p><b>Academic Standards:</b><br/>         PK.AC.3 Demonstrates understanding of what is observed<br/>         PK.AC.4. Demonstrates a growing receptive vocabulary<br/>         PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)<br/>         PK.ELAL.5. [PKR.1.] Participates in discussions about a text</p> <p><b>Social Emotional Standards:</b><br/>         PK.SEL.4. Develops positive relationships with their peers<br/>         PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions<br/>         PK.SEL.1. Regulates responses to needs, feelings and events</p>   |  |   |   |
| <b>Author Study Overarching Themes:</b> Social Emotional, Friendship, Sharing, Feelings, Print Concepts  |  |   |   |
| <p style="text-align: center;"><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Students will identify feelings.</li> <li>- Students will practice sharing with peers and problem solving.</li> </ul>   | <p style="text-align: center;"><b>Text(s):</b></p> <p style="text-align: center;">Should I share my ice cream? By Mo Willems</p> | <p style="text-align: center;"><b>Video Links:</b></p> <p style="text-align: center;"><a href="https://youtu.be/Y4IVlxAEiW4">https://youtu.be/Y4IVlxAEiW4</a> - Should I Share My Ice Cream? Semi Animated<br/> <a href="https://www.youtube.com/watch?v=xPtskbBfRrs">https://www.youtube.com/watch?v=xPtskbBfRrs</a> – Should I Share My Ice Cream? In Spanish</p> | <p style="text-align: center;"><b>Materials/ Resources Needed:</b></p> <ul style="list-style-type: none"> <li>- Paper cones (taped pieces of construction or scrap paper)</li> <li>- Small ball or balloon for “ice cream”</li> </ul> |
| <p><b>Lesson Procedure:</b></p> <ul style="list-style-type: none"> <li>- Remind students about the book they read yesterday. Who was in the story? What was it about? What did they learn about friends?</li> <li>- Introduce the book. Ask students what they think the book will be about based on the title and the cover.</li> <li>- What do you know about sharing?</li> <li>- Read the book with the students. What is the problem? How does the problem resolve? How do the characters feel in the beginning? How about at the end?</li> <li>- Why is sharing sometimes hard? Why is it important to share? Who could you share with?</li> <li>- Teacher introduces and models Ice Cream Pass Sharing Game.</li> <li>- Teacher gives each child a paper cone. Put a ball inside one of the cones to serve as the "ice cream." Then encourage each child to take a turn sharing their ice cream with their friend - by passing it from one cone to another.</li> <li>- Closure: How did it feel to wait? Did you like helping your friend to get the ice cream in their cone?</li> </ul> |  |   |   |
| <p><b>Activity Explanation:</b> Students will read Should I Share My Ice Cream? and discuss how sharing makes them feel and why sharing is important. Students will then act out sharing with a game.</p> <p><b>Build Knowledge:</b> Students will build knowledge of what it means to share and why they should share.</p> <p><b>Model:</b> Teacher will model ice cream pass sharing game.</p> <p><b>Create:</b> Students will create ice cream dough or playdough during small group and can act out with peers sharing their ice cream.</p>  |  |   |   |

**Small Group Project/Activity: (Teacher or Teaching Assistant Led)**

Ice Cream Names – Students will cut out a cone and scoops of ice cream (either template photocopy or teacher traced on construction paper) equal to the number of letters in their name and then color using material of choice (paint, markers, crayons, watercolor, etc.). Students will then write 1 letter of their name on each scoop of ice cream and paste the pieces together to create their name.

**OR/AND**

Make Ice Cream Dough or playdough - Ice cream dough is made with 1 box of cake mix and 1 can of frosting (bright colors recommended) mixed thoroughly. Playdough recipe: 2.5 cups water, 1 1/4 cup salt, 1 1/2 tablespoon cream of tartar, 5 tablespoons of vegetable oil, 2.5 cup flour (all purpose is preferred), Food coloring or liquid watercolors.

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| <b>Week of:</b> September 19-23  | <b>Unit of Study:</b> Mo Willems Author Study | <b>Day 2:</b> Mo Willems MATH – Sorting by color |  |
| <p><b>Academic Standards:</b><br/>         PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings<br/>         PK.MATH.11. [NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category.</p> <p><b>Social Emotional Standards:</b><br/>         PK.SEL.4. Develops positive relationships with their peers<br/>         PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions<br/>         PK.SEL.1. Regulates responses to needs, feelings and events</p>   |   |  |  |
| <b>Author Study Overarching Themes:</b> Social Emotional, Friendship, Sharing, Feelings, Print Concepts  |   |  |  |
| <b>Objectives:</b>   | <b>Text(s):</b>                               | <b>Video Links:</b>                              | <b>Materials/ Resources Needed:</b>  |
| <ul style="list-style-type: none"> <li>- Students will sort pictures into color groups.</li> <li>- Students will verbalize how they know that the picture belongs to the group.</li> </ul>   | N/A   | N/A  | <ul style="list-style-type: none"> <li>- Items to introduce all colors</li> <li>- Elephant and Piggie cards/pictures</li> <li>- Pink and grey items (physical or digital)</li> </ul> |
| <b>Lesson Procedure:</b>   |   |  |  |
| <p>Sorting Colors– Piggie vs Elephant in groups</p> <ul style="list-style-type: none"> <li>- Teacher will introduce colors of the rainbow. Students will name the colors they know.</li> <li>- Teacher will introduce the activity. Who do you see here? How do you know it's that character?</li> <li>- What do you notice about Piggie? What do you notice about Elephant? Talk about the colors of each character.</li> <li>- Teacher will make two groups – Pink like Piggie and Grey like Elephant.</li> <li>- Teacher will model picking a picture of a character and talking about her/his thinking of how to choose which group to put it in because of the color.</li> <li>- Students will go around the room and pick an item and choose which group to place it in.</li> </ul> <p>Modifications: To additionally explore matching colors, students can go on a scavenger hunt to find items that match the color of elephant or piggie ; Teacher may extend to find additional colors</p> |   |  |  |
| <p><b>Activity Explanation:</b> Students will begin to explore sorting by color using pictures of elephant and piggie.<br/> <b>Build Knowledge:</b> Students will build knowledge about sorting by color through using favorite characters.<br/> <b>Model:</b> Teacher will model sorting items into groups that are the same colors as piggie and elephant.<br/> <b>Create:</b> Students will create groups.</p>  |   |  |  |
| <b>Small Group Project/Activity: (Teacher or Teaching Assistant Led)</b>   |   |  |  |
| Students will practice sorting by color using the materials from the lesson or math manipulatives from the classroom   |   |  |  |

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|---|---|--|--|
| <b>Week of:</b> September 19-23   | <b>Unit of Study:</b> Mo Willems Author Study   | <b>Day 3:</b> We are in a Book! Theme Circle   |  |
| <p><b>Academic Standards:</b><br/>         PK.AC.4. Demonstrates a growing receptive vocabulary<br/>         PK.AC.5. Demonstrates a growing expressive vocabulary<br/>         PK.ELAL.5. [PKR.1.] Participates in discussions about a text<br/>         PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods<br/>         PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)<br/>         PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings<br/>         PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print<br/>         PK.ELAL.5. [PKR.1.] Participates in discussions about a text<br/>         PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator<br/>         PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic</p> <p><b>Social Emotional Standards:</b><br/> <b>PK.SEL.6. Understands and follows routines and rules (circle-time)</b><br/>         PK.SEL.1. Regulates responses to needs, feelings and events (growth mindset)</p> |   |  |  |
| <b>Author Study Overarching Themes:</b> Social Emotional, Friendship, Sharing, Feelings, Print Concepts   |   |  |  |
| <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Students will begin to explore the role of author and illustrator.</li> <li>- Students will explore basic features of print.</li> <li>- Students will follow directions to create at least 1 illustration.</li> </ul>  | <p><b>Text(s):</b></p> <p style="text-align: center;">We are in a Book! By Mo Willems</p> | <p><b>Video Links:</b></p> <p><a href="https://www.youtube.com/watch?v=XYNaiC1cDoo">https://www.youtube.com/watch?v=XYNaiC1cDoo</a> – We are In a Book ANIMATED<br/> <a href="https://www.youtube.com/watch?v=2mwUjrUYG38">https://www.youtube.com/watch?v=2mwUjrUYG38</a> – We are in a book! SPANISH</p> <p><a href="https://youtu.be/-edllNftuY">https://youtu.be/-edllNftuY</a> – Interview with Mo Willems<br/> <a href="https://youtu.be/NMoRPw6bv14">https://youtu.be/NMoRPw6bv14</a> - Mo Willems Answers Questions from Kids</p> <p><b>Doodles with Mo Willems</b><br/> <a href="https://youtu.be/3oDCOgTGn_o">https://youtu.be/3oDCOgTGn_o</a> - GERALD<br/> <a href="https://www.youtube.com/watch?v=SItVraF_XDo">https://www.youtube.com/watch?v=SItVraF_XDo</a> – PIGGIE<br/> <a href="https://youtu.be/SItVraF_XDo">https://youtu.be/SItVraF_XDo</a> - Clear Piggie with Mo<br/>         Additional Doodles with Mo Willems:<br/> <a href="https://www.youtube.com/playlist?list=PL14hRqdoPELGbKihHuTqx_pbvCLqGbOkF">https://www.youtube.com/playlist?list=PL14hRqdoPELGbKihHuTqx_pbvCLqGbOkF</a><br/>         Not Mo Willems but easier to see Elephant &amp; Piggie -<br/> <a href="https://www.pinterest.com/pin/347551296233435645/">https://www.pinterest.com/pin/347551296233435645/</a></p> | <p><b>Materials/ Resources Needed:</b></p> <ul style="list-style-type: none"> <li>- Video links</li> <li>- Paper for drawing</li> <li>- Crayons</li> </ul> |

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**Lesson Procedure:**

- Remind students about the book they read yesterday. Who was in the story? What was it about? What did they learn about sharing?
- Explain that the cover protects the pages of the book. Who is on the cover of the book?
- Introduce vocabulary, author and illustrator. Explain that Mo Willems is both the author and the illustrator of the Elephant and Piggie books. He came up with the characters
- Read the book with the students. Use expressive reading and point out that the speech bubbles mean that they are talking.
- What does it mean that they are in a book?
- Watch Mo Willems interviews
- How might an author think of an idea book? Why might you need to make a book?
- 
- Part of the book is the illustrations! Complete “Doodles with Mo Willems” directed draw. Teacher will model for students her or his own drawing along with the class. Teacher will demonstrate labeling work with beginning sounds and environmental print. Teacher will model making mistakes and growth mindset.
- Complete as many as time allows. May be revisited through the week as time allows.

**Activity Explanation:** Students discover the familiar characters they know are in a book. Students will explore how Mo Willems is an author and illustrator.

**Build Knowledge:** Students will build knowledge of the roles of author and illustrator and of beginning print concepts.

**Model:** Teacher will model being an illustrator, labeling work with beginning sounds and environmental print, and making mistakes and growth mindset.

**Create:** Students will create directed draw doodle drawings. Students will create a class book during small group.

**Small Group Project/Activity: (Teacher or Teaching Assistant Led)**

Class Book – Students will create a class book together that will be sent home to families (can be sent home via SeeSaw or photocopied for physical copies to send home). Students will write using pictures, labeling, and inventive spelling. The teacher will scribe the dictation of the student. Words may be typed and pasted to the page for a finished look. Topic ideas:

-Should I Share my....? / -Class PK is in a Book! (Kids in the class)

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|  |   |   |  |
|--|---|---|--|
| <b>Week of:</b> September 19-23  | <b>Unit of Study:</b> Mo Willems Author Study               | <b>Day 3:</b> Mo Willems MATH – Counting with Movements         |  |
| <b>Academic Standards:</b><br>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality<br>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)<br>PK. MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.<br>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many ____ are there?")   |   |   |  |
| <b>Social Emotional Standards:</b><br>PK.SEL.4. Develops positive relationships with their peers<br>PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions<br>PK.SEL.1. Regulates responses to needs, feelings and events   |   |   |  |
| <b>Author Study Overarching Themes:</b> Social Emotional, Friendship, Sharing, Feelings, Print Concepts  |   |   |  |
| <b>Objectives:</b><br><br><ul style="list-style-type: none"> <li>- Students will begin to explore counting to 5.</li> </ul>  | <b>Text(s):</b><br><br><p style="font-size: 1.2em;">N/A</p> | <b>Video Links:</b><br><br><p style="font-size: 1.2em;">N/A</p> | <b>Materials/ Resources Needed:</b><br><br><ul style="list-style-type: none"> <li>- Pictures of elephant and piggie (physical – may be taped to chart paper, digital on the smartboard)</li> </ul> |
| <b>Lesson Procedure:</b> <ul style="list-style-type: none"> <li>- Teacher will introduce the activity about counting to find out how many there are.</li> <li>- Teacher will choose a group of students to model counting each student to find out how many there are</li> <li>- Teacher will clap for each student that there is to model one-to-one correspondence</li> <li>- Teacher will demonstrate how there is one clap per student. Teacher may clap too many times or too few times to show an incorrect example. Stay within 5.</li> <li>- Show students chart paper with different numbers of elephants or piggies (or digital smart board version).</li> <li>- Class will count the group of the characters.</li> <li>- Class will clap/shake/stomp/and make other movements to practice one-to-one correspondence to match the characters.</li> <li>- Give different examples of groupings for different numbers of characters.</li> <li>- Give students the opportunity to count and make the movements for the class on their own.</li> </ul> |   |   |  |

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**Activity Explanation:** Students will utilize movements to practice one to one correspondence and counting.

**Build Knowledge:** Students will build knowledge of counting sets to 5 and one to one correspondence.

**Model:** Teacher will model counting the elephants and piggies and doing a movement to match.

**Create:** Students will create movement ideas for counting sets

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|  |  |  |   |
|--|--|--|---|
| <b>Week of:</b> September 19-23  | <b>Unit of Study:</b> Mo Willems<br>Author Study | <b>Day 4:</b> My Friend is Sad Theme Circle  |   |
| <p><b>Standards: Academic Standards:</b><br/>         PK.AC.3 Demonstrates understanding of what is observed<br/>         PK.AC.4. Demonstrates a growing receptive vocabulary<br/>         PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)<br/>         PK.ELAL.5. [PKR.1.] Participates in discussions about a text<br/>         PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences<br/>         PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, artwork, building, writing)</p> <p><b>Social Emotional Standards:</b><br/>         PK.SEL.4. Develops positive relationships with their peers<br/>         PK.SEL.1. Regulates responses to needs, feelings and events</p>   |  |  |   |
| <b>Author Study Overarching Themes:</b> Social Emotional, Friendship, Sharing, Feelings, Print Concepts  |  |  |   |
| <b>Objectives:</b>   | <b>Text(s):</b>                                  | <b>Video Links:</b>  | <b>Materials/ Resources Needed:</b>   |
| <ul style="list-style-type: none"> <li>- Students will identify feelings and causes of those feelings.</li> <li>- Students will create a sculpture using recycled materials of something to cheer someone up.</li> </ul>   | <p>My Friend is Sad by Mo Willems</p>            | <p><a href="https://youtu.be/tqVNrLiMFTQ?list=PL4YsEE3thDK4qdlWmjOJfKzHkiITyRU">https://youtu.be/tqVNrLiMFTQ?list=PL4YsEE3thDK4qdlWmjOJfKzHkiITyRU</a> – My Friend is Sad Read Aloud</p> <p><a href="https://www.youtube.com/watch?v=FOeWdjafZ54">https://www.youtube.com/watch?v=FOeWdjafZ54</a> – My Friend is Sad SPANISH</p> | <ul style="list-style-type: none"> <li>-Recycled materials, college materials</li> <li>-Tape</li> <li>-Chart Paper to brainstorm</li> </ul> |
| <b>Lesson Procedure:</b>   |  |  |   |
| <ul style="list-style-type: none"> <li>- Before reading the book, explain what it means to be kind and to be caring. Next, have students brainstorm all the ways you can show your kindness and compassion for others.</li> <li>- Show and share the book’s cover and title. Point out the that the title is the name of the book. Have them predict all the reasons that either Elephant or Piggie might be unhappy.</li> <li>- Read the book to the class.</li> <li>- Have students consider Gerald’s reason for his sadness. What are reasons that someone might feel sad? What did Piggie do to cheer Gerald up?</li> <li>- STEM project: Have students make something to cheer Gerald up. Students can draw a plan first for what they are going to make using paper and crayon. Teacher will model making a plan and thinking about reasoning.</li> <li>- Students will use tape, glue, and recycled materials to create something that they feel would make Gerald happy.</li> <li>- Have students present their work to their peers.</li> <li>- Students may work on project through center time as a continuing project.</li> </ul> |  |  |   |

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**Activity Explanation:** Students will explore empathy and being kind to others by creating a sculpture for a friend.

**Build Knowledge:** Students will build knowledge of different feelings and begin exploring empathy.

**Model:** Teacher will model making a plan and reasoning for creating the sculpture.

**Create:** Students will create a STEM project sculpture of recycled materials. Students will create a paper plate or headband of elephant and piggie with different feelings during small group.

**Small Group Project/Activity: (Teacher or Teaching Assistant Led)**

**Paper Plate Elephant or Piggie Feelings** – Students will create paper plate Elephant or Piggie (student choice) utilizing materials such as paint, tissue paper, and construction paper. Students will use a mirror to see how happy/sad/mad look on their face. They will then choose what feeling to have Piggie/Elephant have.

**OR**

**Elephant or Piggie Feelings Headband.** - Same activity but making the faces on headbands instead of paper plates.

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|  |   |   |   |
|--|---|---|---|
| <b>Week of:</b> September 19-23  | <b>Unit of Study:</b> Mo Willems Author Study               | <b>Day 4:</b> Mo Willems MATH – Building Elephant and Piggie Shape Game |   |
| <b>Standards: Academic Standards:</b><br>PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings<br>PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to   |   |   |   |
| <b>Social Emotional Standards:</b><br>PK.SEL.4. Develops positive relationships with their peers<br>PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions<br>PK.SEL.1. Regulates responses to needs, feelings and events   |   |   |   |
| <b>Author Study Overarching Themes:</b> Social Emotional, Friendship, Sharing, Feelings, Print Concepts  |   |   |   |
| <b>Objectives:</b><br><br><ul style="list-style-type: none"> <li>- Students will begin to explore naming shapes and position words.</li> <li>- Students will practice taking turns during the game.</li> </ul>   | <b>Text(s):</b><br><br><p style="font-size: 1.2em;">N/A</p> | <b>Video Links:</b><br><br><p style="font-size: 1.2em;">N/A</p>         | <b>Materials/ Resources Needed:</b><br><br><ul style="list-style-type: none"> <li>-Elephant pieces</li> <li>-Piggie pieces</li> <li>-Dice for both characters</li> <li>-Teacher may wish to create SmartBoard visual/slides for game</li> </ul> |
| <b>Lesson Procedure:</b><br><br><ul style="list-style-type: none"> <li>-Teacher will introduce the game for whole group. Half the class can be Elephant and half can be piggie.</li> <li>-Have students on each sides alternate turns to roll the dice to find out what body part they need to place on the body.</li> <li>-Students will find the part and identify it by shape as possible. The teacher will verbally identify the shape if the student doesn't know.</li> <li>-The class will take turns until they are done with making each character.</li> </ul> |   |   |   |
| <b>Activity Explanation:</b> Students will play the shape body building game to practice taking turns, waiting, and explore shapes.<br><b>Build Knowledge:</b> Students will begin to build knowledge to identify 2D shapes.<br><b>Model:</b> Teacher will model taking a turn, rolling the dice, and finding the body part. Teacher can model being frustration or waiting to model social skills.<br><b>Create:</b>  |   |   |   |
| <b>Small Group Project/Activity: (Teacher or Teaching Assistant Led)</b><br>Students can use the pieces to play the game with a partner which each student being one character.  |   |   |   |

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|  |   |  |  |
|--|---|--|--|
| <b>Week of:</b> September 19-23  | <b>Unit of Study:</b> Mo Willems Author Study   | <b>Day 5:</b> Waiting is Not Easy Theme Circle   |  |
| <p><b>Academic Standards:</b><br/>         PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods<br/>         PK.ELAL.5. [PKR.1.] Participates in discussions about a text<br/>         PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print<br/>         PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic</p> <p><b>Social Emotional Standards:</b><br/>         PK.SEL.4. Develops positive relationships with their peers<br/>         PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions<br/>         PK.SEL.1. Regulates responses to needs, feelings and events</p>  |   |  |  |
| <b>Author Study Overarching Themes:</b> Social Emotional, Friendship, Sharing, Feelings, Print Concepts  |   |  |  |
| <p style="text-align: center;"><b>Objectives:</b></p> <p>Students will verbalize the importance of taking turns and waiting.<br/>         Students will explore basic features of print.</p>   | <p style="text-align: center;"><b>Text(s):</b></p> <p>Waiting is Not Easy by Mo Willems</p> | <p style="text-align: center;"><b>Video Links:</b></p> <p><a href="https://www.youtube.com/watch?v=c4Uo_Uk1m8I">https://www.youtube.com/watch?v=c4Uo_Uk1m8I</a> – Waiting is Not Easy ANIMATED<br/><br/> <a href="https://www.youtube.com/watch?v=YrVYzEOToJE">https://www.youtube.com/watch?v=YrVYzEOToJE</a> – Waiting is Not Easy SPANISH</p> | <p style="text-align: center;"><b>Materials/ Resources Needed:</b></p> <p>Chart paper<br/>         Markers</p> |
| <p><b>Lesson Procedure:</b></p> <ul style="list-style-type: none"> <li>- Introduce the book, showing the cover and title. Have students tell what they already know about Elephant and Piggie.</li> <li>- Have students make predictions about the story.</li> <li>- What is waiting? When have you had to wait? How did it make you feel?</li> <li>- How did you make yourself feel better? Why is it important to be good at waiting? Why else would we need to wait?</li> <br/> <li>- Shared writing - Model writing a letter to Mo Willems as a class about when they had to wait. Explain to students that a letter is a type of writing that begins with a greeting such as “Dear,” and the friend’s name. Write dictated sentences down on the chart paper. Introduce students to sounding out the words as you write them and explain that letters make up words, and words make up sentences.</li> <br/> <li>- Explain to students that they will be writing their own letters to Mo Willems about your week learning about Elephant and Piggie!</li> </ul> |   |  |  |

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**Activity Explanation:** Students will read about Elephant and Piggie waiting and then write a letter to Mo Willems as a class to explain a time that they waited to explore the importance of waiting.

**Build Knowledge:** Students will build knowledge about taking turns and the importance of waiting. Students will build knowledge about basic concepts of print.

**Model:** Teacher will model writing a letter using basic concepts of print.

**Create:** Students will create their own letter during small group.

**Small Group Project/Activity: (Teacher or Teaching Assistant Led)**

Have students write a letter to Mo Willems to tell him about the week with Elephant and Piggie! They might write about all of the books, their favorite book, or how much they love Elephant and Piggie. Students may use a combination of pictures, labeling, copied environmental print and inventive spelling to write their letter. Teacher will scribe child's dictation onto the back or another sheet of paper. Take a picture and then send it to the author!

**Write a fan letter to the author telling him about your Author Study and your favorite book!**

Mo Willems Fan Mail

c/o Rock Dove

Hyperion Books for Children (and Pigeons)

125 West End Avenue, 3rd Floor

New York, New York 10023

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|   |   |  |   |
|---|---|--|---|
| <b>Week of:</b> September 19-23   | <b>Unit of Study:</b> Mo Willems Author Study | <b>Day 5:</b> Mo Willems MATH – Vote and Graph |   |
| <p><b>Academic Standards:</b><br/>         PK.MATH.1. [NY-PK.CC.1.] Counts to 20<br/>         PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality<br/>         PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)<br/>         PK. MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.<br/>         PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many _____ are there?”)</p> <p><b>Social Emotional Standards:</b><br/>         PK.SEL.4. Develops positive relationships with their peers<br/>         PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions<br/>         PK.SEL.1. Regulates responses to needs, feelings and events</p> |   |  |   |
| <b>Author Study Overarching Themes:</b> Social Emotional, Friendship, Sharing, Feelings, Print Concepts   |   |  |   |
| <b>Objectives:</b>  | <b>Text(s):</b>                               | <b>Video Links:</b>                            | <b>Materials/ Resources Needed:</b>   |
| <ul style="list-style-type: none"> <li>- Students will begin exploring counting up to 20.</li> <li>- Students will demonstrate taking turns with voting.</li> <li>- Students will explore organizing and comparing information.</li> </ul>  | <p>All Mo Willems books read this week</p>    | <p>N/A</p>                                     | <ul style="list-style-type: none"> <li>- Chart paper and markers or smartboard</li> </ul> |
| <p><b>Lesson Procedure:</b></p> <ul style="list-style-type: none"> <li>- Teacher will introduce the activity by explaining that the class has read (at least) 5 different books by Mo Willems</li> <li>- Teacher will explain that voting means to make a choice for something. For our activity you can only vote once.</li> <li>- Students will vote for their favorite Mo Willems book from the week by raising their hand/standing in front of the book/teacher calling on each student one by one/ writing name on a posit it and placing it on the graph/etc.</li> <li>- The Teacher will introduce the bar graph and explain that a graph helps us to organize information and make it easier for us to understand the information.</li> <li>- The teacher will fill in the bar graph for each book</li> <li>- The class will count how many students voted for each book.</li> <li>- The teacher will point out how the bar touches the number that is the total so we can figure out how many without counting.</li> <li>- Teacher will go over which has more, less, the same, etc.</li> <li>- Closure – Students can create an exit ticket to tell about their favorite book choice.</li> </ul>  |   |  |   |

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**Activity Explanation:** Students will vote for their favorite book to explore counting, comparing amounts, and organizing information.

**Build Knowledge:** Students will build knowledge of counting items and saying how many in all and knowledge of graphing information.

**Model:** Teacher will model voting for his or her favorite book.

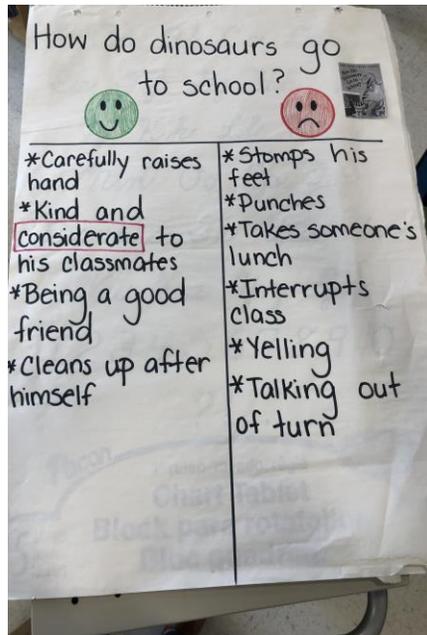
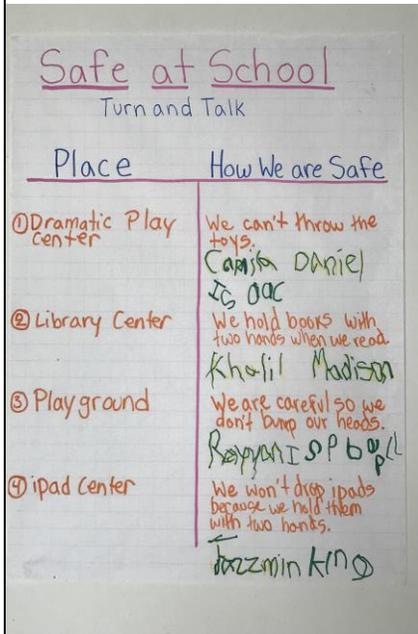
**Create:** Students can create an exit ticket note about their favorite book choice.

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| <b>Elephant &amp; Piggie Center Activities:</b>            |   |
|--|---|
| <b>Art Center</b>  | -Portraits of elephant & piggie on Art Easel (pink, grey, black paint)<br>-Open ended collage materials in pink, grey, black<br>-   |
| <b>Math Center</b>   | As a prequel to sorting week, have students begin sorting items by color. Students may use a primary object to hunt for and match to other colors in the classroom.   |
| <b>Emergent Writing</b>                                    | We are authors! Have students write their own stories with elephant and piggie using quarter-fold paper for little booklets.<br>Place photocopy of the directed draw instructions in the writing center for students to use.  |
| <b>Exploring Letters</b>                                   | Elephant & Piggie capital letter sensory letter explore – sand, shaving cream, soap, or finger paint on table (suggested pink for piggie!)  |
| <b>Dramatic Play</b>                                       | Utilize Elephant and Piggie ears/masks and/or teacher-made piggie & elephant headbands for each student and/or Elephant/Piggie paper bag puppets to act out the stories read throughout the week  |
| <b>Technology</b>  | Waterford Reading Academy   |
| <b>Exploration Station (Sand/Water/Sensory)</b>            | -“Ice cream” playdough or kinetic sand pretend sharing play to go with Should I Share --My Ice Cream?<br>Sand and/or water matching magnetic letters to Elephant & Piggie cards   |
| <b>Construction Zone</b>                                   | Students can use block people to act out sharing ice cream at the ice cream store, waiting to see the stars, or acting out friends playing together.  |
| <b>Theme Library &amp; Reading and Listening At School</b> | Have students create popsicle stick puppets of Elephant and Piggie. Students can use writing paper and crayons to write about the books they are reading.<br>Books:<br>We are in a book<br>My new friend is so fun!<br>Should I share my ice cream?<br>My friend is sad!<br>Waiting is not easy<br>The Thank You Book<br>Elephants Cannot Dance   |
| <b>Additional Links</b>                                    | <a href="https://coloringhome.com/elephant-and-piggie-coloring-pages">https://coloringhome.com/elephant-and-piggie-coloring-pages</a> - Coloring Pages<br><a href="https://www.youtube.com/watch?v=1jTvHEWCMC8">https://www.youtube.com/watch?v=1jTvHEWCMC8</a> – The Thank You Book ANIMATED<br><a href="https://youtu.be/Le6Kf9Crmpk?list=PLpsA4gMGQDI8oUlnztllG8Qr6i3VU25Y">https://youtu.be/Le6Kf9Crmpk?list=PLpsA4gMGQDI8oUlnztllG8Qr6i3VU25Y</a> – A Big Guy Took A Ball ANIMATED |

## Theme 1: At School

### Shared Writing



### Project Based Learning

\*Begins in Theme 2

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|  |                           |  |
|--|---------------------------|--|
| <b>Week 1:</b><br>9/30/2022  | <b>Theme 1:</b> At School | <b>Focus Question:</b> What happens at school? |
| <p><b>Next Generation Standards:</b><br/> <b>Domain 1: Approaches to Learning PK.AL.1</b> Actively engages in play as a means of exploration and learning<br/> <b>Domain 3: Social and Emotional Learning PK.SEL.4.</b> Develops positive relationships with their peers<br/> <b>Domain 4A: Communication, Language and Literacy PK.AC.1.</b> Demonstrates motivation to communicate<br/> <b>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.3</b> Understands the relationship between numbers and quantities to 10, connects counting to cardinality<br/> <b>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.4.</b> Begins to learn basic civic and democratic principles</p>   |                           |  |
|  |                           |  |
| <p><b>MLL Supports:</b><br/>         Label classroom environment with key words in English and other languages (school items and classroom furniture)<br/>         Teamwork: create homogenous MLL groups (pairs)<br/> <b>Digital support:</b> Microsoft Translator and Office Lens during read aloud and accountable talk<br/> <b>Multilingual Library:</b> Crayon, Paper, Scissors; Ball Games; Bloques<br/>         Spanish <u>How do Dinosaurs go to school?</u> <a href="https://www.youtube.com/watch?v=l6Bh9d9DTb8">https://www.youtube.com/watch?v=l6Bh9d9DTb8</a><br/> <u>School Routines:</u> <a href="https://www.youtube.com/watch?v=b34hwIWenyw">https://www.youtube.com/watch?v=b34hwIWenyw</a><br/>         Portuguese cartoon: "Timothy goes to school" <a href="https://www.youtube.com/watch?v=F-ctE6hzllc">https://www.youtube.com/watch?v=F-ctE6hzllc</a><br/>         Arabic cartoon about school supplies: <a href="https://www.youtube.com/watch?v=5AtVs9XcfCw">https://www.youtube.com/watch?v=5AtVs9XcfCw</a></p> |                           |  |
| <p><b>Vocabulary:</b> Wow Words: challenge, considerate, disturb, commotion, tidy</p>  |                           |  |
| <p>Writing: <b>Interactive Writing:</b> Have children respond to How Do Dinosaurs go to School by role playing the events from the book. Have children describe what is happening and teacher records answers on chart paper &amp; read afterwards.</p>  |                           |  |

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**Theme/Seasonal Project Ideas:** Self-portraits, beginning of the year name writing to save in portfolios, “draw and write”: my new friends at school.

**Additional Read Aloud Options from Classroom Library:** Chicka Chicka Boom Boom by Bill Martin Jr, David Goes to School by David Shannon, Do You Want to be My Friend? By Eric Carl

| Subject:                            | Objective:   | Activities   | Remediation:  | Enrichment:  |
|-------------------------------------|--|--|---|--|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Recognizes and regulates behavior and emotions.</li> <li>Understands and follow rules and routines.</li> <li>Gets along with others</li> <li>Cooperates and plays well with others</li> <li>Demonstrates independence</li> <li>Shares materials and toys</li> <li>Uses materials appropriately</li> </ul>   | <ul style="list-style-type: none"> <li>“How do Dinosaurs go to” read aloud. Discuss how behavior affects other people.<br/>-Use Raz-Kids for read aloud in home languages</li> <li>Introduce daily routine and transitions.</li> <li>Gradually introduce classroom centers. Take a tour of the centers.</li> <li>Manage centers using name or photo cards in pocket charts.</li> </ul> | <ul style="list-style-type: none"> <li>Have children introduce themselves to a partner and switch and encourage children to find a new friend each time.</li> </ul> | <ul style="list-style-type: none"> <li>Assist a child with verbal challenges introduce him/herself.</li> </ul> |
| <b>Social Emotional Activity:</b>   | <h2>Yoga &amp; Feelings Chart</h2>   |  |   |  |
| <b>Second Step</b>                  | <p>Why This Theme Matters<br/>         Building children’s welcoming skills creates a sense of connection and comfort in the classroom community. This allows children to participate fully in classroom learning experiences. Having a positive experience of belonging in the early-learning setting helps children look forward to belonging to the learning communities of kindergarten and beyond.</p> <p>Objectives<br/>         Children will be able to:</p> <ul style="list-style-type: none"> <li>Make a friendly greeting</li> <li>Say their names</li> <li>Demonstrate showing someone new around the classroom</li> </ul> |  |   |  |

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|                            | <p>Lesson Concepts</p> <ul style="list-style-type: none"> <li>• There are many ways to welcome someone new to class.</li> <li>• Welcoming someone is a way to show you care.</li> <li>• Welcoming helps other children feel they belong to the class.</li> </ul> <p>Key Words</p> <ul style="list-style-type: none"> <li>• Listen</li> <li>• Listening Rules</li> </ul> |   |   |  |
|----------------------------|---|---|---|--|
| <b>Subject:</b>            | <b>Objective:</b>   | <b>Activities</b>   | <b>Remediation:</b>   | <b>Enrichment:</b>   |
| <b>Alphabet Knowledge</b>  | <ul style="list-style-type: none"> <li>• Recognizes own name</li> <li>• Recognizes and names letters</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduce the Letter People</li> <li>• Introduce the Alphabet Strip</li> </ul> | <ul style="list-style-type: none"> <li>• Display the alphabet strip within reach of children and have them walk to the strip pointing to letters as we sing.</li> <li>• Have children hold the letter people and explore them with their senses.</li> </ul> | <ul style="list-style-type: none"> <li>• Children tell the first letter of their names and their classmates' names.</li> <li>• Match the letter people on page 3 of the letter people flip chart to the letters on the alphabet strip.</li> <li>• Compare and contrast two of the Letter People they have met so far.</li> </ul> |
| <b>Comprehension</b>       | <ul style="list-style-type: none"> <li>• Describes the role of author and illustrator</li> <li>• Using picture cues</li> </ul>  | <ul style="list-style-type: none"> <li>• Re-Read "How do Dinosaurs Go to School"</li> </ul>                             | <ul style="list-style-type: none"> <li>• Pair struggling students with verbal students to discuss ways to be considerate.</li> </ul>  | <ul style="list-style-type: none"> <li>• Show vocabulary card 2 and ask how the picture shows someone being considerate and connect to story.</li> </ul>   |
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>• Make connections</li> </ul>  | <ul style="list-style-type: none"> <li>• "At School" Action Rhyme</li> </ul>  | <ul style="list-style-type: none"> <li>• Modify questions so they can be answered with short answers or gestures.</li> </ul>  | <ul style="list-style-type: none"> <li>• Describe what the dinosaurs are doing on each page and explain why it is good or bad to do at school</li> </ul>   |

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|-------------------------------|---|--|--|---|
| <b>Writing</b>                | <ul style="list-style-type: none"> <li>Writes a list</li> <li>Writes to narrate an event</li> <li>Participates in shared writing</li> </ul>   | <ul style="list-style-type: none"> <li>“How do Dinosaurs go to School” T-Chart</li> <li>Children act out situations from story; other students’ describe what is happening. Record what the children say – <a href="#">use translator app for home languages</a></li> </ul>  | <ul style="list-style-type: none"> <li>Use pictures to classify feelings based on what is happening in the story.</li> </ul>   | <ul style="list-style-type: none"> <li>Describe how the dinosaurs in the story are following or breaking classroom rules.</li> </ul>  |
| <b>Subject:</b>               | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>  |
| <b>Mathematics</b>            | <ul style="list-style-type: none"> <li>Sorts and describes objects</li> <li>Uses one-to-one correspondence when counting</li> <li>Classifies objects</li> <li>Recites numbers in order</li> <li>Counts to determine quantity</li> <li>Recognizes and describes patterns</li> <li>Copies and extends patterns</li> </ul> | <ul style="list-style-type: none"> <li>Model clapping names</li> <li>Guide sorting names</li> <li>Guide classifying</li> <li>After names are sorted, count how many names are in each group</li> <li>Create AB pattern using the colors of children’s shirts</li> <li>Movement pattern; Children copy/continue teacher’s pattern of clap/pat.</li> </ul>   | <ul style="list-style-type: none"> <li>Model and have children clap/count the name of each child. Focus on how many claps each name has.</li> <li>Use visual support such as a cutout of a boy or girl to guide sorting groups.</li> <li>Have children tap on the shoulders of each child in the pattern.</li> </ul> | <ul style="list-style-type: none"> <li>Put groups together and count all the children in the class.</li> <li>Describe the sort by telling what the same about the children in each group is.</li> <li>Suggest new ways to sort children in the class.</li> <li>Look for repeating patterns in the classroom.</li> </ul> |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>Participates in classroom community</li> <li>Identifies parts of the body</li> <li>Understands reasons/rules for laws</li> </ul>   | <ul style="list-style-type: none"> <li>“How do Dinosaurs go to School” T-Chart</li> <li>Theme 1 Anchor Chart illustration: describe/point to someone being <b>considerate</b>, trying not to <b>disturb</b> anyone, someone doing something that could be a <b>challenge</b></li> <li>Who are some of your new friends?</li> <li>Where is your brain?; What things has your brain helped you learn?</li> </ul> | <ul style="list-style-type: none"> <li>Exaggerate voices to emphasize good/bad behavior. Provide visual support to facilitate children’s word recall. Discuss picture clues such as frowning characters.</li> </ul>  | <ul style="list-style-type: none"> <li>Challenge children to describe what the dinosaurs are doing on each page (good/bad behavior).</li> </ul>   |

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|  |  | <ul style="list-style-type: none"> <li>• What would happen in our classroom if someone behaved the way the dinosaur behaved? What should the dinosaurs do instead?</li> </ul> |  |  |
|  |  |   |  |  |

**ACADEMIC LEARNING CENTERS**

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| <p><b>Theme Library &amp; Reading and Listening At School Reading Nook</b><br/>       Encourage children to browse the books in the Theme Library; read about others starting school; share with a friend. Provide drawing/writing materials to respond.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>How do dinosaurs go to school?</i></li> <li>• Letter people big book <i>The letter people ABCs</i></li> <li>• Action Rhyme: "At School"</li> <li>• Theme related books</li> <li>• Drawing and related materials</li> </ul> | <p><b>Emergent Writing Writing with Friends</b><br/>       Students will draw, scribble, and write letters with a variety of materials. Trace and write their names and friends.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Assorted paper</li> <li>• Crayons, pencils, markers</li> <li>• Name cards to trace</li> </ul> | <p><b>Math Fun with Manipulatives</b><br/>       Children explore treasure boxes, cubes, counters, and balance scales. Children sort, count, build and create patters.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Connect cubes</li> <li>• Teddy bear counters</li> <li>• Balance scale</li> <li>• Treasure boxes w/ keys, buttons, shells, etc.</li> </ul> | <p><b>Letter People Place Exploring Letters</b><br/>       Add Letter People to the center as they are introduced. Encourage children to read alphabet strip, practice making their names w/plastic letters, and "writing" letters in a shallow tray of sand or salt.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>How do dinosaurs go to school?</i></li> <li>• Letter people big book <i>The letter people ABCs</i></li> <li>• Action Rhyme: "At School"</li> </ul> | <p><b>Small Group</b><br/>       Introduce learning centers. Take a tour and guide exploration of centers.<br/><br/> <b>Data Based (Circle Assessment)</b><br/>       Begin collecting circle data that will be used for grouping small groups.</p> |
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| <p><b>Dramatic Play</b></p> <p><b>Getting Ready for School</b></p> <p>Children role play getting ready and coming to school. Children play family members and children. Children talk about their morning routines.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Various clothing and props, such as breakfast items, grooming supplies, and jackets</li> <li>• Backpacks, lunch boxes, school supplies</li> </ul> | <p><b>Art Studio</b></p> <p><b>Painting Time</b></p> <p>Routines for protecting clothing and using paints. Open paint choice. Take pictures of using materials.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Painting smocks or old shirts</li> <li>• Watercolor or tempera paints</li> <li>• Paintbrushes</li> <li>• Art paper</li> </ul> | <p><b>Technology</b></p> <p><b>ePlay and Learn</b></p> <p>Children explore Letter People eBooks and explore Letter People Games in MyDigPreK.com</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks</li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b></p> <p><b>Let's Explore!</b></p> <p><b>(sand)</b> Children explore filling containers and digging for plastic letters and toys.</p> <p><b>(water)</b> children experiment with pouring, filling, and see toys that float/sink</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Water/sand tables</li> <li>• Variety of plastic containers</li> <li>• Plastic letters and toys</li> <li>• Water toys</li> </ul> | <p><b>Construction Zone</b></p> <p><b>Busy Builders</b></p> <p>Provide large and small blocks, small toys (people, cars, environment). Encourage to work together and be careful around other' buildings.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> <li>• Small toys (people, animals, cars) her</li> </ul> |
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| <b>Week 2:</b><br>10/3/2022  | <b>Theme:</b> At School | <b>Focus Question:</b> How do we learn at school? |  |  |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1: Approaches to Learning PK.AL.4.</b> Exhibits curiosity, interest, and willingness to learn new things and have new experiences</p> <p><b>Domain 3: Social and Emotional Learning PK.SEL.4.</b> Develops positive relationships with their peers</p> <p><b>Domain 4A: Communication, Language and Literacy PK.AC.1.</b> Demonstrates motivation to communicate</p> <p><b>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.9.</b> Duplicates and extends simple patterns using concrete objects (e.g., what comes next?)</p> <p><b>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.4.</b> Begins to learn basic civic and democratic principles.</p>  |                         |   |  |  |
|  |                         |   |  |  |
| <p><b>MLL Support:</b></p> <p>Create word bank about safety rules and utilize visuals with multi language signs</p> <p>Homework: engage parents by sending images of the safety rules and asking to be labeled in native languages</p> <p><b>Multilingual Library: Patterns</b></p> <p>SAFETY RULES:</p> <p>Spanish: <a href="https://www.guiainfantil.com/blog/educacion/las-normas-de-seguridad-que-debes-enseñar-a-tu-hijo/">https://www.guiainfantil.com/blog/educacion/las-normas-de-seguridad-que-debes-enseñar-a-tu-hijo/</a><br/> <a href="https://www.youtube.com/watch?v=il-LpGkTMys">https://www.youtube.com/watch?v=il-LpGkTMys</a> <a href="https://www.youtube.com/watch?v=eQKkSj7P810">https://www.youtube.com/watch?v=eQKkSj7P810</a> <a href="https://www.youtube.com/watch?v=rnb0fkpeOao">https://www.youtube.com/watch?v=rnb0fkpeOao</a></p> <p>Portuguese safety rules for children: <a href="https://www.youtube.com/watch?v=mCi2dpDazRA">https://www.youtube.com/watch?v=mCi2dpDazRA</a> <a href="https://www.youtube.com/watch?v=1ntk268YKks&amp;t=255s">https://www.youtube.com/watch?v=1ntk268YKks&amp;t=255s</a><br/> <a href="https://www.youtube.com/watch?v=vIO_UmWWS9M">https://www.youtube.com/watch?v=vIO_UmWWS9M</a></p> <p>Arabic safety rules for children: <a href="https://www.youtube.com/watch?v=U356R2s6jVw">https://www.youtube.com/watch?v=U356R2s6jVw</a><br/> <a href="https://www.youtube.com/watch?v=GTs0DLTRNhU">https://www.youtube.com/watch?v=GTs0DLTRNhU</a> <a href="https://www.youtube.com/watch?v=C0tRRGc7R4U">https://www.youtube.com/watch?v=C0tRRGc7R4U</a><br/> <a href="https://www.youtube.com/watch?v=6vmo6QFqY3E">https://www.youtube.com/watch?v=6vmo6QFqY3E</a></p> |                         |   |  |  |

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**Vocabulary:** Wow Words: explore, discover, responsible, alert, careful

Writing: **Interactive Writing:** Create a list of why safety rules are important. Have children complete the sentence Safety rules are important because... Teacher records children’s responses on chart paper & read afterwards.

**Theme/Seasonal Project Ideas:** name writing tracing with dot markers, learning about classroom resources by painting, etc., create picture collage of students who have shared their ME bag, parents send in a family tree.

**Additional Read Aloud Options from Classroom Library:** Froggy Goes to School by Jonathan London, Mouse’s First Day of School by Lauren Thompson, The Night Before Preschool by Natasha Wings

| <b>Subject:</b>                             | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>  |
|---|---|--|--|---|
| <b>Social<br/>Emotional<br/>Development</b> | <ul style="list-style-type: none"> <li>Understands and follows rules and routines</li> <li>Develop positive relationships with peers</li> <li>Shows awareness of others and others feelings</li> <li>Describes self-positivity</li> </ul> | <ul style="list-style-type: none"> <li>Read Safe at School. What did we learn about staying safe at school?</li> <li><u>At school!</u> Anchor Chart oral language practice</li> <li>Review rules in learning centers</li> <li>Mealtime- “I know how to raise my hand...wash my face...”</li> </ul> | <ul style="list-style-type: none"> <li>Have children point instead of orally responding to a child on the anchor chart who are using materials responsibly.</li> </ul> | <ul style="list-style-type: none"> <li>Have children expand their learning by having children describe parts of the anchor chart at random.</li> <li>Have children model following rules in the classroom.</li> </ul> |

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| <b>Second Step</b>        | <h2 style="text-align: center;">Why This Theme Matters</h2> <p style="text-align: center;">To succeed in school, children need to be able to focus their attention. All learning requires that children pay attention to what is important in the classroom. Paying attention to peers in play situations helps children get along with others.</p> <p>Objectives</p> <p>Children will be able to:</p> <ol style="list-style-type: none"> <li>Demonstrate focusing attention during a game</li> </ol> <p>Key Words</p> <ul style="list-style-type: none"> <li>Attention</li> <li>Focus/Focusing</li> </ul> |   |   |   |
| <b>Subject:</b>           | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>   | <b>Enrichment:</b>  |
| <b>Alphabet Knowledge</b> | <ul style="list-style-type: none"> <li>Recognizes and names letters</li> <li>Recognizes own name</li> </ul>  | <ul style="list-style-type: none"> <li>Sing “Alphabet Song” and “Here we are Together”</li> <li>Play “Erase-it!” and “I’ve Got it!”</li> <li>Add children’s names to the word wall</li> </ul>                       | <ul style="list-style-type: none"> <li>As we sing, “Here We Are Together,” be sure to hold up the Letter People when children say their names.</li> <li>Act out the new Letter People’s special characteristics.</li> <li>When using the alphabet strip and word wall, use highly visible pointer.</li> <li>Provide felt letters that match the Letter person they have and have children trace the letters.</li> </ul> | <ul style="list-style-type: none"> <li>Erase commonly confused letters such as lower case b and d during “Erase-It!”</li> <li>Count the names listed under each letter to figure out which one has the most.</li> <li>Have children pair up so their two Letter People can talk to each other.</li> </ul> |
| <b>Comprehension</b>      | <ul style="list-style-type: none"> <li>Recalls details</li> <li>Uses picture cues</li> </ul>   | <ul style="list-style-type: none"> <li>“Safe at School” T-Chart</li> <li>Reread “Safe at School” What did we learn about staying safe at school?</li> <li>Find wow words in the “At School” Anchor Chart</li> </ul> | <ul style="list-style-type: none"> <li>Have children point instead of orally responding to a child on the anchor chart who are using materials responsibly.</li> <li>Review what children should do during a fire drill and ask why it is important to practice what to do during an emergency.</li> </ul>  | <ul style="list-style-type: none"> <li>Point to a child on the theme anchor chart at random and ask children how the child is exploring, discovering, or being responsible.</li> <li>Act out the safety rules of different places in school for the class. Challenge them to act out what</li> </ul>      |

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|                               |  |  |   | would happen if the rules were not followed.   |
| <b>Responding to Texts</b>    | <ul style="list-style-type: none"> <li>Distinguishes real from make-believe</li> </ul>   | <ul style="list-style-type: none"> <li>Read "Safe at School" using the Attachables.</li> </ul>   | <ul style="list-style-type: none"> <li>Model turn and talk activities.</li> <li>Modify questions so they can be answered with short answers or gestures.</li> </ul>   | <ul style="list-style-type: none"> <li>Name other places outside of school where they may learn and play and ask how they can stay safe in these places.</li> </ul>  |
| <b>Writing</b>                | <ul style="list-style-type: none"> <li>Writes a list</li> <li>Participates in shared writing</li> <li>Writes to inform</li> </ul>  | <ul style="list-style-type: none"> <li>Revisit T-Chart from week 1 (discuss/record the rules for staying safe)</li> <li>Revisit T-Chart:<br/>Discuss/Record: <i>Safety rules are important because...</i></li> </ul>   | <ul style="list-style-type: none"> <li>Children find their own name and the word wall and point to other pictures and name those children.</li> </ul>   | <ul style="list-style-type: none"> <li>Children write their own names on the Smart Board.</li> </ul>   |
| <b>Subject:</b>               | <b>Objective:</b>  | <b>Activities</b>  | <b>Remediation:</b>   | <b>Enrichment:</b>   |
| <b>Mathematics</b>            | <ul style="list-style-type: none"> <li>Copies and extends patterns</li> <li>Creates patterns</li> <li>Classifies groups of objects</li> <li>Counts to determine quantity</li> <li>Sorts and describes objects</li> </ul> | <ul style="list-style-type: none"> <li>Extend a movement pattern (clap/stomp)</li> <li>Instead of stomping, what is another movement you can do?</li> <li>Sort color cubes by color</li> <li>Count to find how many cubes of each color there are</li> <li>Sort cubes into 2 groups: red/not red (count the amount in each group)</li> </ul> | <ul style="list-style-type: none"> <li>Place children who have difficulty defining their space during movement patterns at the edge of the group, giving them extra space.</li> <li>Verbally name the action words for the actions you are doing with each pattern.</li> <li>Instead of using cubes, hold a large sheet of colored paper so that it is clearly visible as you create each pattern.</li> <li>Introduce only two colors at a time and have children help you sort the cubes and crayons into two groups.</li> </ul> | <ul style="list-style-type: none"> <li>Lead the class in a movement pattern.</li> <li>Invite children to draw each movement pattern using colors, pictures, or symbols.</li> <li>Have children link connecting cubes to create on cube train that is a pattern and one cube train that is not.</li> <li>Sort cubes independently and count the number of cubes in each group.</li> </ul> |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>Demonstrates safety habits</li> <li>Understands reasons for rules and laws</li> </ul>   | <ul style="list-style-type: none"> <li>"Safe at School" How are these children being safe?</li> <li>What can you do to be safe at school? (turn &amp; share)</li> </ul>  | <ul style="list-style-type: none"> <li>Picture walk through the book. Have children name the places in the story using their own words.</li> <li>Model turn and share prior to completing.</li> </ul>   | <ul style="list-style-type: none"> <li>Name other places outside of school where they may learn and play and think about ways to stay safe in those areas.</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>Theme 1 Anchor Chart: What is the girl <b>exploring</b> on the computer? How are the children being <b>responsible</b> with the paints?</li> </ul>  |  | <ul style="list-style-type: none"> <li>Encourage children to name more than one example of what they can learn when they make friends, play, read, count, and sing.</li> </ul>  |
| <b>ACADEMIC LEARNING CENTERS</b>   |  |  |  |   |
| <p><b>Letter People Place Exploring Letters</b><br/>         Add Letter People to the center as they are introduced. Provide alphabet books. Children can write names with plastic letters/ write names w/ dry erase markers on whiteboards.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>Alphabet books</li> <li>Whiteboards, dry erase markers</li> <li>Plastic letters</li> <li>Previously introduced letter people</li> </ul> | <p><b>Emergent Writing I Learn</b><br/>         Students will draw, scribble, and write letters with a variety of materials. Draw a picture of something they've learned. Share with you and family.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>Assorted paper (notepads, drawing paper, cards)</li> <li>Crayons, pencils, markers</li> </ul>             | <p><b>Math Pretty Patterns</b><br/>         Explore patterns w/manipulatives in the center. Make patterns with rubber stamps/connecting cubes/ teddy bear counters/ "treasure" box items<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>Rubber stamps, ink pads, paper strips</li> <li>Connecting cubes, teddy bear counters, and small "treasure" boxes filled keys, buttons, shells, plastic bread clips, and bottle caps.</li> </ul> | <p><b>Theme Library &amp; Reading and Listening At School Reading Nook</b><br/>         After books, songs, and rhymes introduced in circle times or small groups, place copies in center. Provide audio when available. Invite them to share their favorite book with a friend. Provide drawing/writing materials to respond.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li><i>Safe at school</i></li> <li>Letter people big book <i>The letter people ABCs</i></li> <li>Action Rhyme: "At School"</li> </ul> | <p><b>Small Group</b><br/>         Introduce learning centers. Take a tour and guide exploration of centers.<br/><br/> <b>Data Based (Circle Assessment)</b><br/>         Begin collecting circle data that will be used for grouping small groups.</p>   |
| <p><b>Dramatic Play School Time</b><br/>         Children role play teaching and learning at school. Children play teacher and students; model how to look at books, write pencils, cut with scissors, count object and go about</p>   | <p><b>Art Studio Exploring Art</b><br/>         Children create choice pictures/ sculpture. They demo how to use materials. Remind to put away materials and clean up space when they are finished.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>Materials: craft sticks, felt, foam shapes, ribbon, stickers, glitter, chenille stems, pom-poms</li> </ul> | <p><b>Technology ePlay and Learn</b><br/>         Model how to use computer equipment. Children follow along in eBooks and games.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>Letter People eBooks</li> <li>Computer</li> <li>Headphones</li> <li>MyDigPreK.com</li> </ul>   | <p><b>Exploration Station Let's Explore!</b><br/> <b>(sand)</b> Children explore building sand sculptures or dig for hidden treasures.<br/> <b>(water)</b> Children experiment with naming different colors of water and mixing them together to make new colors.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>Sand: assorted toys and molds; spray bottle of water; plastic letters/toys</li> </ul>  | <p><b>Construction Zone Boxes and Blocks</b><br/>         Children create large structures using cardboard boxes and blocks. Encourage tunnels and houses for all to share. Can decorate in the art studio.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>Cardboard boxes of various sizes</li> <li>Large cardboard blocks</li> </ul> |

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| <p>daily act in the classroom, including cleaning up.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"><li>• Various clothing and props, such as pointers, books, pencils, paper, scissors, and manipulatives</li><li>• Table, chairs, rug</li></ul> | <ul style="list-style-type: none"><li>• Scissors; glue; construction paper; pencils, crayons, markers</li></ul> |  | <ul style="list-style-type: none"><li>• Water: colored water with food coloring; clear plastic containers; measuring spoons; eyedroppers</li></ul> | <ul style="list-style-type: none"><li>• Assorted art materials (construction paper, scissors; markers, glue, tape)</li></ul> |
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| <b>Week 3:</b><br>10/10/2022   | <b>Theme 1:</b> At School | <b>Focus Question:</b> How do we get along with others at school? |  |  |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1: Approaches to learning PK.AL.2</b> Engages with peers and adults to solve problems.</p> <p><b>Domain 3: Social and Emotional Learning PK.SEL.3.</b> seeks guidance from primary caregivers, teachers and other familiar adults.</p> <p><b>Domain 4a: Communication, Language and Literacy Pk.AC.4.</b> Understands and follows spoken directions.</p> <p><b>Domain 5a: Mathematics PK.MATH.9</b> Duplicates and extends simple patterns using concrete objects.</p> <p><b>Domain 5c: Social Studies PK.SOC.1.</b> Identifies as a member of a group.</p>  |                           |   |  |  |
|  |                           |   |  |  |
| <p><b>MLL support:</b></p> <p>By using body language act out the meaning of <i>getting along well</i>.</p> <p>Provide translation of the key phrase in native languages.</p> <p><b>Multilingual Library:</b> Yo! Yes?; Sam and Jen Get a Pet; Boy, a Dog, a Frog, and a Friend; I Like to Play Sports; Me gusta jugar deportes; Cuenta en el campo de beisbol</p> <p>Spanish video about getting along: <a href="https://www.youtube.com/watch?v=frKg0d4BUTU">https://www.youtube.com/watch?v=frKg0d4BUTU</a></p> <p>Portuguese: Being a good friend: <a href="https://www.youtube.com/watch?v=kFy6V50XWpY">https://www.youtube.com/watch?v=kFy6V50XWpY</a></p> <p>Arabic- choosing a friend: <a href="https://www.youtube.com/watch?v=EBVTs8X7UPg">https://www.youtube.com/watch?v=EBVTs8X7UPg</a></p> <p>Teamwork: create homogenous groups/pairs with MLLs.</p> |                           |   |  |  |
| <p><b>Vocabulary:</b> Wow Words: cooperate, share, fair, assist, emotion</p>   |                           |   |  |  |
| <p>Writing: <b>Interactive Writing:</b> Rules for getting along: children help create rules for the classroom. Teacher records specific rules the children come up with and records on chart paper. Children use post it notes to create an illustration for each rule and put on the chart. <b>Class Book:</b> Getting Along. Children draw a picture of getting along with a friend. Teacher writes “we get along”.</p>  |                           |   |  |  |

**Theme/Seasonal Project Ideas:** create patterns out of m&ms or precut construction paper shapes, create noise makers (for letter N) using paper towel rolls and beans/beads.

**Additional Read Aloud Options from Classroom Library:** How Kind! By Mary Murphy, The Selfish Crocodile by Fausten Charles and Michael Terry

| <b>Subject:</b>                     | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>  |
|-------------------------------------|---|--|--|---|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Demonstrates problem solving skills</li> <li>Develop positive relationships with peers</li> <li>Recognizes how actions affect others</li> <li>Shares materials and toys</li> </ul>   | <ul style="list-style-type: none"> <li>Focus Question: How do we get along with others at school?</li> <li>Read "Getting Along" How can you tell when people are not getting along?</li> <li>Wow word: cooperate</li> <li>Turn &amp; Talk: What are some ways to get along with others?</li> <li>"At School Anchor Chart"</li> </ul> | <ul style="list-style-type: none"> <li>Point out the facial expressions and body language in the big book and encourage children to act them out so they understand the feelings from the book.</li> </ul> | <ul style="list-style-type: none"> <li>Challenge children to describe how the children in the big book feel and explain what caused them to feel that way.</li> </ul> |
| <b>Social Emotional Activity:</b>   | <h2>Calm Down Corner &amp; Self Care</h2>   |  |  |   |
| <b>Second Step</b>                  | <h3>Why This Theme Matters</h3> <p>To succeed in school, children need to be able to focus their attention. All learning requires that children pay attention to what is important in the classroom. Paying attention to peers in play situations helps children get along with others.</p> <p>Objectives</p> <p>Children will be able to</p> <ol style="list-style-type: none"> <li>Demonstrate focusing attention during a game</li> </ol> <p>Key Words</p> <ul style="list-style-type: none"> <li>Attention</li> <li>Focus/Focusing</li> </ul> |  |  |   |

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| Subject:                   | Objective:  | Activities  | Remediation:   | Enrichment:   |
|----------------------------|---|---|--|---|
| <b>Alphabet Knowledge</b>  | <ul style="list-style-type: none"> <li>Recognizes and names letter N</li> <li>Attends to sounds</li> <li>Recognizes letter sound relationships</li> <li>Produce letter sounds</li> </ul>  | <ul style="list-style-type: none"> <li>Meet Mr. N</li> <li>Learn More about Mr. N</li> <li>Letter forms for Nn</li> <li>Read About Mr. N</li> <li>Mr. N's meeting and greeting card.</li> <li>Have Fun with Mr. N</li> </ul>  | <ul style="list-style-type: none"> <li>Encourage children move freely to the music in Mr. N's song.</li> <li>Trace a huge letter N on a big piece of butcher paper.</li> <li>Tape a large letter N on the floor and have the children walk the N while listening to Mr. N's song.</li> </ul>         | <ul style="list-style-type: none"> <li>Have children identify the words they hear in Mr. N's song that begin with the letter N.</li> <li>Have children find as many capital and lower case N's as they can in Mr. N's letter.</li> </ul>  |
| <b>Comprehension</b>       | <ul style="list-style-type: none"> <li>Uses picture clues</li> <li>Asks and answers questions</li> <li>Describes the role of author and illustrator</li> <li>Recalls details</li> <li>Makes inferences and draws conclusions</li> </ul> | <ul style="list-style-type: none"> <li>"Getting Along" How is one girl helping the other?</li> <li>Meet Mr. N What kind of Noises do you hear in a city?</li> <li>Reread "Getting Along" What do you remember about this book from yesterday?</li> <li>Learn More about Mr. N How can being noisy inside cause a problem?</li> <li>Read "Let's Make patterns"</li> </ul>  | <ul style="list-style-type: none"> <li>As you re-read the book, check children's understanding by asking questions about what they children want and how they feel.</li> </ul>   | <ul style="list-style-type: none"> <li>Have children act out the scenarios on the story cards and ask children to suggest ways the children can get along and have them act out each solution.</li> </ul>   |
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>Make Predictions</li> </ul>  | <ul style="list-style-type: none"> <li>Read "Let's Make patterns" What do you think this book is about?</li> </ul>  | <ul style="list-style-type: none"> <li>In "Getting Along," name a scenario and have children point out that scenario in the book instead of orally responding.</li> </ul>  | <ul style="list-style-type: none"> <li>In "Getting Along," Challenge children to describe another classroom scenario in which children do not get along.</li> </ul>   |
| <b>Writing</b>             | <ul style="list-style-type: none"> <li>Dictates sentences and stories</li> <li>Writes letters</li> <li>Creates books</li> <li>Writes to narrate an event</li> <li>Presents to peers</li> <li>Uses writing conventions</li> </ul>        | <ul style="list-style-type: none"> <li>"How do we get along with others at school?" Turn and share. Record responses on chart paper. <a href="#">allow children to dictate in home language, use translation app where possible.</a></li> <li>Students trace letter Nn with their finger.</li> <li>Begin class book, "We Get Along." – <a href="#">allow children to dictate in home language, use translation app where possible.</a></li> </ul> | <ul style="list-style-type: none"> <li>While looking at the anchor chart, display the sentence, "I like to ____" Model adding a picture and reading the sentence.</li> <li>After chanting "I Like You," ask "who is your good friend?" and model how to answer using a complete sentence.</li> </ul> | <ul style="list-style-type: none"> <li>While looking at the anchor chart, display the sentence, "I like to ____" Encourage children to point to each word and read the sentence from left to right.</li> <li>After chanting "I Like You," encourage children to draw or write a note to a friend about reasons why they like them.</li> </ul> |

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|                               |  | Students draw a picture of themselves getting along with friends.<br>Write name on page.  |   |  |
| <b>Subject:</b>               | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>   | <b>Enrichment:</b>   |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>Participates in the classroom community</li> <li>Understands reasons for rules and laws.</li> </ul> | <ul style="list-style-type: none"> <li>“What are some ways to get along with others?”</li> <li>Display Theme 1 Anchor Chart: “How are the children getting along in this classroom?” Spanish: ¿Cómo se llevan los niños en el salón? Portuguese: “Como estão as crianças na sala de aula?”</li> </ul> | <ul style="list-style-type: none"> <li>Point out the facial expressions and body language in the big book photos and encourage children to act them out.</li> <li>Provide additional pictures of children expressing feelings and have children sort by happy feelings and sad feelings.</li> </ul> | <ul style="list-style-type: none"> <li>Challenge children to describe how the children in the big book feel and explain what causes them to feel a certain way.</li> </ul> |

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| <b>ACADEMIC LEARNING CENTERS</b>  |   |   |  |   |
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| <p><b>Letter People Place Mr. N's Letter Play</b><br/>           Children create their own Mr. N stick puppet and then form the letters Nn in shaving cream. See guide for more activities.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, shaving cream, paper plates, newspaper, glue</li> <li>• Plastic Nn letters</li> <li>• Mr. N. (when not in small group)</li> </ul> | <p><b>Emergent Writing How We Get Along</b><br/>           Students will draw themselves and others. Focus on getting along. Use symbols to write. Create bulletin board.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Drawing paper</li> <li>• Crayons, pencils, markers</li> </ul> | <p><b>Math Patterns Hats</b><br/>           Create simple pattern with die cuts on sentence strip. Make hat. Pattern Parade.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Die cuts in different shapes and colors.</li> <li>• Sentence strips</li> <li>• glue</li> <li>• stapler</li> </ul>  | <p><b>Theme Library &amp; Reading and Listening At School Reading Nook</b><br/>           Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>Getting Along</i></li> <li>• Letter Nn's song</li> <li>• Letter people big book</li> <li>• <i>What's My Name?</i></li> <li>• Class book: <i>We get along</i></li> <li>• Student reader: <i>I made noise</i></li> <li>• Action Rhyme: "I like you"</li> <li>• Theme related books</li> <li>• Sticky notes for flags</li> <li>• Drawing and related materials</li> </ul> | <p><b>Small Group</b><br/>           In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/> <i>ELA-pg. 9, 10, 11</i><br/> <i>Math- pg. 12</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>           Based on the results of the circle data, you can group students, and create lessons using the <a href="https://www.ck12.org/learn/early-childhood/lesson/using-small-group-lesson-suggestions/">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play School</b></p> <p>Provide props for various places at school, such as cafeteria and classroom. Encourage role play of getting along.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Props for cafeteria</li> <li>• Props for classroom</li> <li>• Various extras</li> </ul>  | <p><b>Art Studio Noodle Necklaces</b></p> <p>Children make noodle necklaces by stringing assorted pasta onto a length of yarn. Encourage a pattern.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Assorted pasta to be strung</li> <li>• yarn</li> </ul>                              | <p><b>Technology ePlay and Learn</b></p> <p>Children follow along in Mr. N's eBook. As they read, they listen to words beginning with nN sound. Children play Mr. N games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>What's My Name?</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station It Takes Two</b></p> <p>Children play in pairs. Use funnels to pour sand into different containers. Children talk about working together.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Sand</li> <li>• Funnels, plastic containers, sand toys</li> </ul>  | <p><b>Construction Zone Build a House</b></p> <p>Children build house together. Encourage them to talk about plans and taking turns adding blocks. Talk about how well they are working together.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks in various sizes</li> </ul>   |

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| <b>Week 4:</b><br>10/17/2022  | <b>Theme 1: At School</b> | <b>Focus Question:</b> What makes a good friend? |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 2: Physical Development and Health PK.PDH.9</b> Demonstrates awareness and understanding of safety rules.</p> <p><b>Domain 3: Social Emotional Learning PK.SEL.7</b> Easily separates themselves from parent or caregiver.</p> <p><b>Domain 4b: Communication Language and Literacy PK.ELA.22</b> Describes familiar people, places, things and events.</p> <p><b>Domain 5a: Mathematics PK.MATH.9</b> Duplicates and extends simple patterns by using concrete objects.</p> <p><b>Domain 5c: Social Studies PK.SOC.1</b> Describes how each person is unique and important.</p>  |                           |  |
|   |                           |  |
| <p><b>MLL support:</b><br/>                 Provide the translation of the word <i>friend</i> in multiple languages. Spanish &amp; Portuguese- amigo/a;<br/>                 Use the feeling chart to facilitate expressive language.</p> <p><b>Multilingual Library:</b> Peg and Meg; Boy, a Dog, a Frog &amp; a Friend</p> <p>Spanish feelings chart: <a href="https://www.twinkl.com/resource/es-t-s-1133-mi-tabla-mis-sentimientos">https://www.twinkl.com/resource/es-t-s-1133-mi-tabla-mis-sentimientos</a></p> <ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=3aI6AvvZ-Oc">The Feelings Book by Todd Parr: https://www.youtube.com/watch?v=3aI6AvvZ-Oc</a></li> <li>- <a href="https://www.youtube.com/watch?v=2d0Mf1H0WRl">Daniel Tiger episode about Feelings : https://www.youtube.com/watch?v=2d0Mf1H0WRl</a></li> </ul> <p>Portuguese read aloud</p> <ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=7K8Mj-pO8HY">Casa de sentimentos (House of feelings) https://www.youtube.com/watch?v=7K8Mj-pO8HY</a></li> <li>- Daniel Tiger episode about feelings <a href="https://www.youtube.com/watch?v=4f1cNURJgng">https://www.youtube.com/watch?v=4f1cNURJgng</a></li> <li>- <a href="https://www.youtube.com/watch?v=dR5b8-MGEPg">The Book of Feelings By Todd Parr https://www.youtube.com/watch?v=dR5b8-MGEPg</a></li> </ul> <p>Arabic feelings and emotions:</p> <ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=9eSbVAKwQno">https://www.youtube.com/watch?v=9eSbVAKwQno</a></li> <li>- <a href="https://www.youtube.com/watch?v=haN8wSmkz0l">https://www.youtube.com/watch?v=haN8wSmkz0l</a></li> </ul> |                           |  |
| <p><b>Vocabulary:</b> Wow Words: respect, kind, appropriate, patient, courage</p>   |                           |  |
| <p>Writing: <b>Interactive Writing:</b> Teacher creates fill in the blank if/then sentence on chart paper. Children come up with ideas to fill in If/then sentences about what happens when friends make good choices (Ex. If a friend calls you a name then you can ask him/her</p>  |                           |  |

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to use kind words). **Class Book:** Take a Stand. Children draw friends who are making good choices to get along together. Complete sentence I can \_\_\_\_\_.

**Theme/Seasonal Project Ideas:** create a friendship circle using handprints on large paper, create “feelings” pictures for the different emotions discussed, create a letter W watermelon.

**Additional Read Aloud Options from Classroom Library:** Peanut Butter and Cupcake by Terry Border, Rainbow Fish by Marcus Pfister, Now I Eat My ABC’s by Pam Abrams

| Subject:                                   | Objective:  | Activities   | Remediation:  | Enrichment:   |
|--|---|--|---|---|
| <p><b>Social Emotional Development</b></p> | <ul style="list-style-type: none"> <li>• Make friends</li> <li>• Demonstrates problem solving skills</li> <li>• Develops positive relationships with peers</li> <li>• Recognizes how actions affects others</li> <li>• Cooperates and plays with others</li> <li>• Identifies personal feelings</li> <li>• Show empathy and kindness</li> </ul> | <ul style="list-style-type: none"> <li>• Theme circle: Share ways that they have learned to get along with friends.</li> <li>• Read “Take a Stand” how are these children making good choices?</li> <li>• Wow word: respect</li> <li>• Focus question: what makes a good friend? Spanish: ¿Que hace a un buen amigo? Portuguese: o que faz um bom amigo?</li> <li>• “At School” anchor chart: find friends who are showing respect, being kind, acting appropriately.</li> <li>• Record children telling stories about their best friend in their home language and ask them to translate their stories into English.</li> <li>• Grow with the letter people.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide children with “feeling” cards and read a problem from the big book. Have children hold up the appropriate card for each situation.</li> <li>• Provide various pictures that show lonely and happy and have children sort into the two groups to discuss feelings.</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge children to use a variety of feelings words to describe how the children in the book feel and what causes them to feel that way.</li> <li>• Have children brainstorm ways they could make a new friend.</li> </ul> |

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| <b>Second Step</b>         | <h3 style="margin: 0;">Why This Theme Matters</h3> <p style="margin: 0;">Self-instruction, or self-talk, is an important tool children can use to help them listen, focus attention, and learn. Most young children talk to themselves much of the time as they are doing activities or playing with friends. Over time, children typically internalize self-talk and no longer speak aloud to themselves.</p> <p style="margin: 0;">Objectives<br/>       Children will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate self-talk strategies while playing a game</li> </ol> <p style="margin: 0;">Lesson Concepts<br/>       Self-talk is talking to yourself in a quiet voice or inside your head.<br/>       Self-talk helps you focus and pay attention.</p> <p style="margin: 0;">Key Words<br/>       Self-talk</p> |   |  |  |
| <b>Subject:</b>            | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>  | <b>Enrichment:</b>   |
| <b>Alphabet Knowledge</b>  | <ul style="list-style-type: none"> <li>• Recognizes and names letter W</li> <li>• Recognizes letter sound relationships</li> </ul>   | <ul style="list-style-type: none"> <li>• Meet Ms. W</li> <li>• Learn more about Ms. W</li> <li>• Letter forms for Ww</li> <li>• Meet and Greet Ms. W</li> <li>• Have Fun with Ms. W</li> <li>• Revisit Mr. N</li> </ul> | <ul style="list-style-type: none"> <li>• Display a huge letter W on the Smart Board and have children trace this letter using different colors.</li> <li>• Tape a large letter W on the floor and have the children walk the W while listening to Ms. W's song.</li> <li>• Provide real photographs of objects that appear in Ms. W's Big Book.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Ms. W's song that begin with the letter W.</li> <li>• Have children find as many capital and lower case W's as they can in Ms. W's letter.</li> <li>• Have children go on a scavenger hunt to find objects that begin with the letter W. Have them use sticky notes to mark the objects they find.</li> </ul> |
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>• Interacts with a variety of text types</li> </ul>   | <ul style="list-style-type: none"> <li>• Read a letter from Ms. W</li> </ul>  | <ul style="list-style-type: none"> <li>• As we discuss various choices in the big book, have children smile and give a thumbs up for choices that show kindness and frown and give a thumbs down for</li> </ul>  | <ul style="list-style-type: none"> <li>• Encourage children to make a poster that shows ways to be kind to one another based on the big book.</li> </ul>   |

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|                           |  |   |   |   |
|---------------------------|--|---|---|---|
| <p><b>Writing</b></p>     | <ul style="list-style-type: none"> <li>Writes letters</li> <li>Completes a sentence</li> <li>Creates books</li> <li>Dictates sentences and stories</li> <li>Writes names</li> <li>Writes to narrate an event</li> </ul> <ul style="list-style-type: none"> <li>Presents to peers</li> </ul> <ul style="list-style-type: none"> <li>Participates in shared writing</li> </ul> | <ul style="list-style-type: none"> <li>Students trace Ww with finger on Ms. W.</li> <li>Begin class book, "Good Choices."<br/>I can _____.<br/>Illustrate.<br/>Write name.</li> <li>Students present their page from class book created in small groups</li> <li>Create "If ___ then ___" statements to solve problems. Spanish "Si ___, entonces ___"; Portuguese: "E se ___, en tao"</li> </ul>   | <p>choices that do not show kindness.</p> <ul style="list-style-type: none"> <li>As you ask children what makes a good friend, have children follow the sentence starter by repeating, "____ is a good friend because ____"</li> </ul>  | <ul style="list-style-type: none"> <li>While chanting, "I Like You," have children write or dictate sentences "I am a good friend because ____."</li> </ul>   |
| <p><b>Subject:</b></p>    | <p><b>Objective:</b></p>   | <p><b>Activities</b></p>  | <p><b>Remediation:</b></p>  | <p><b>Enrichment:</b></p>   |
| <p><b>Mathematics</b></p> | <ul style="list-style-type: none"> <li>Copies and extends patterns</li> <li>Creates patterns</li> <li>Recognizes and describes patterns</li> <li>Use strategies to share and divide</li> <li>Looks for and makes use of structure</li> </ul> <ul style="list-style-type: none"> <li>Constructs viable arguments and critiques the reasoning of others.</li> </ul>            | <ul style="list-style-type: none"> <li>Create an AABB pattern by making red/blue dots on chart: students read pattern.</li> <li>Students create own patterns using dot stamps, materials to make a necklace, and "follow the leader" patterns.</li> <li>Identify a pattern <b>unit</b> by drawing a box around it; note what a <b>repeating pattern</b> is.</li> <li>Play, "Guess My Pattern."<br/><i>What do you think the rest of the pattern is? Why do you think so? Were you right?</i></li> </ul> | <ul style="list-style-type: none"> <li>Model how to use bingo markers. Model how to create a pattern using bingo markers.</li> <li>Have children sit on floor to more easily stamp patterns using bingo markers.</li> <li>Use bigger buttons/beads for children to make patterns with.</li> </ul> | <ul style="list-style-type: none"> <li>Challenge children to create their own stamped pattern and movement to go with it.</li> <li>Have children rebuild the dot patterns with connecting cubes.</li> </ul> |

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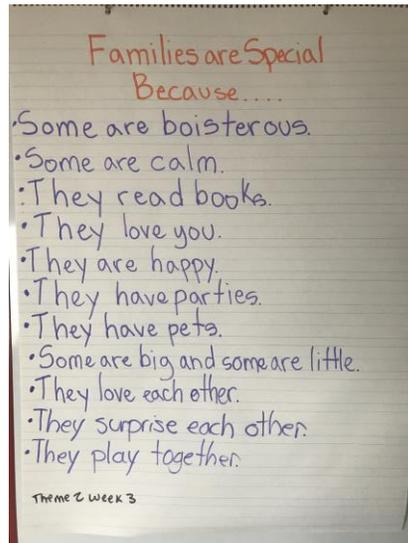
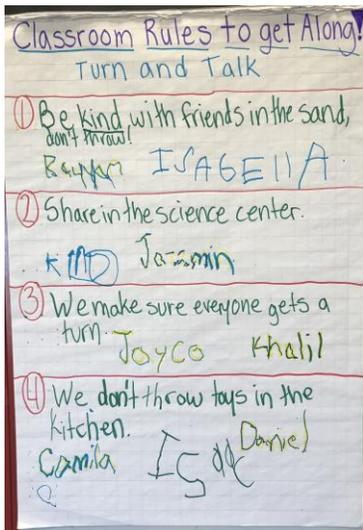
|                               |  |   |  |   |
|-------------------------------|--|---|--|---|
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"><li>• Participates in classroom community</li><li>• Observes changes in weather.</li></ul> | <ul style="list-style-type: none"><li>• Display, "Take a Stand." <i>What do you think is happening in this picture?"</i></li><li>• <i>How do the illustrations in the class book show good choices?</i></li><li>• Read, "How's the Weather." <i>What does Ms. W wear in different types of weather?</i></li><li>• Vocab.: <b>wet, warm, windy, snow cold.</b></li></ul> | <ul style="list-style-type: none"><li>• Discuss positive and negative choices and ask children which would be the better solution to the problem.</li><li>• Use "feeling card" to show various feelings as the big book is read.</li></ul> | <ul style="list-style-type: none"><li>• Use various feeling words to describe how the children in the big book feel and what causes them to feel that way.</li><li>• Have children create their own feeling cards to show various feelings.</li></ul> |
|-------------------------------|--|---|--|---|

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| <b>ACADEMIC LEARNING CENTERS</b>  |  |   |  |   |
|---|--|---|--|---|
| <p><b>Letter People Place</b><br/><b>Mr. W's Letter Play</b><br/>Children create their own Mr. W stick puppet and then form the letters Ww using "snakes" made of play dough. See guide for more activities.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, play dough, blue watercolor paints, water, paintbrushes,</li> <li>• Plastic Ww letters</li> <li>• Mr. W. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/><b>Good Friends</b><br/>Students find pictures of friends interacting in magazines. Use symbols to write. Create bulletin board.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Drawing paper</li> <li>• Writing materials, scissors, glue</li> <li>• Magazines</li> </ul>              | <p><b>Math</b><br/><b>Patterns</b><br/>Create patterns with blocks and connecting cubes. Copy the patterns onto strips of paper using stamps, die-cuts, drawing and coloring<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Blocks or connecting cubes</li> <li>• Strips of paper</li> <li>• Stamps, die-cuts, crayons, markers, pencils</li> </ul>             | <p><b>Theme Library &amp; Reading and Listening</b><br/><b>Reading Nook</b><br/>Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>Taking a Stand</i></li> <li>• Letter Ww's song</li> <li>• Letter people big book</li> <li>• <i>How's the weather?</i></li> <li>• Class book: <i>Good choices</i></li> <li>• Student reader: <i>We have fun</i></li> <li>• Action Rhyme: "I like you"</li> <li>• Theme related books</li> <li>• Sticky notes for flags</li> <li>• Drawing and related materials</li> </ul> | <p><b>Small Group</b><br/>In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/><i>ELA-pg. 13, 14, 15</i><br/><i>Math- pg. 16</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/><b>Making Good Choices</b><br/>Display a new page every day from <i>Take a Stand</i>. Invite children to act out.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Big book</li> <li>• Props such as stuffed toys, sports balls, and games.</li> </ul>  | <p><b>Art Studio</b><br/><b>Friendship Quilt</b><br/>Children decorate a paper square for a classroom friendship quilt: write his/her name and draw a picture that shows friendship.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Manila squares</li> <li>• Drawing materials</li> <li>• Hole punch, yarn</li> </ul> | <p><b>Technology</b><br/><b>EPlay and Learn</b><br/>Children follow along in Mr. W's eBook. As they read, they listen to words beginning with Ww sound. Children play Mr. N games.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>How's the weather?</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/><b>Building Respect</b><br/>Children practice working together respectfully as they build sand sculptures. Practice kind words like "thank you" and "good job"<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Sand</li> <li>• Funnels, sand toys</li> </ul>  | <p><b>Construction Zone</b><br/><b>W Walls</b><br/>Children use blocks to build a large W by laying several blocks end to end on the floor. Encourage children to create patterns with the blocks.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks in various sizes</li> </ul>   |

## Theme 2: All About Me

### Shared Writing



### Project Based Learning

**Spaghetti Fun-** Teacher brings in boiled spaghetti. Students make a self-portrait and/or letters of their name using the cooked spaghetti! They can even eat their work when complete!  
Materials: -Boiled Spaghetti



**Taste Test (Salty, Bitter, Sweet, Sour)-** Students will predict which taste they will like. Students will taste each item and describe how it tastes. Students will then vote on their favorite type of taste and discuss the results with a bar graph.  
Materials: Salted pretzels or popcorn, lemon, strawberries or apple, baking chocolate

**Our Taste Test!**

| Pretzels/Crackers  | Lemon  | Apple/Strawberry   | Unmelted Baking Chocolate  |
|--|--|--|--|
| Tyler - Smells like chicken<br>Manny - Smells like cookies<br>Micah - Looks like brown | Tyler - Tastes like sour<br>Tristan - Mine tastes sour too<br>Manny - sour                                       | Tyler - smells like grass (strawberry)<br>Tristan - It has spots on it like grass. (strawberry)<br>Manny - red (apple) | Tyler - smells like chocolate<br>Manny - strong, hard<br>Micah - Brown                         |
| Kaliyah - Salty<br>Micah - Crunchy<br>Tyler - My pretzel tastes like pretzel           | Jamila - smells like lemon<br>Manny - Looks like green<br>Micah - Feels like jello<br>Tyler - Feels like squishy | Kaliyah - sweet<br>Jamila - sour<br>Tristan - my fruit tastes like apple juice   | Tyler - "I thought it was going to taste good." It taste disgusting."<br>Micah - "Disgusting." |
| Ms. K - bumpy like a basket<br>Kaliyah - smooth  | Micah - feels soft<br>Jameel (green apple) - sweet   |  |  |



**All about Me Mirror Craft -** Students will create their own personal mirror all about themselves. Students will use all different kinds of crafts to decorate their mirror that represents themselves.  
Materials: Construction paper, aluminum foil, crayons, scissors, popsicle stick and markers

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|   |                              |   |  |  |
|---|------------------------------|---|--|--|
| <b>Week</b><br>1:10/24/2022   | <b>Theme 2:</b> All About Me | <b>Focus Question:</b> What makes us special? |  |  |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1: Approaches to Learning PK.AL.4.</b> Exhibits curiosity, interest, and willingness to learn new things and have new experiences</p> <p><b>Domain 3: Social and Emotional Learning PK.SEL.2.</b> Recognizes self as an individual having unique abilities, characteristics, feelings and interests</p> <p><b>Domain 4A: Communication, Language and Literacy PK.AC.1.</b> Demonstrates motivation to communicate</p> <p><b>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.3. [NY-PK.CC.3.]</b> Understands the relationship between numbers and quantities to 10, connects counting to cardinality patterns using concrete objects (e.g., what comes next?)</p> <p><b>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.1.</b> Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community</p> |                              |   |  |  |
|   |                              |   |  |  |
| <p><b>MLL support:</b></p> <p>Introduce sight word / and present it in multiple languages.</p> <p>Use audio and video resources in multiple languages.</p> <p>Create a multilingual library selecting the book that teach self-love, acceptance and diversity.</p> <p><b>Multilingual Library:</b> I like to play sports, Buzz plays soccer; Beth’s basketball game</p> <p>Spanish: I like me by Nancy Carlson: <a href="https://www.youtube.com/watch?v=NFuqK13B92k">https://www.youtube.com/watch?v=NFuqK13B92k</a></p> <p>Portuguese: You are Special <a href="https://www.youtube.com/watch?v=isuz9BfLZ3Y">https://www.youtube.com/watch?v=isuz9BfLZ3Y</a> Everyone is special song: <a href="https://www.youtube.com/watch?v=n4QG0NBbEhM">https://www.youtube.com/watch?v=n4QG0NBbEhM</a></p> <p>Arabic: self confidence <a href="https://www.youtube.com/watch?v= Km90Uu2R0E">https://www.youtube.com/watch?v= Km90Uu2R0E</a></p>                               |                              |   |  |  |
| <p><b>Vocabulary:</b> Wow Words: unique, creative, athletic, appreciate, persistent</p>   |                              |   |  |  |

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Writing: **Interactive Writing:** Children respond to I Like Me book with ideas of how Pig likes herself and teacher records responses with the sentence starter, Pig likes herself because... teacher records and then reads afterwards. **Class Book:** I Like Me. Children draw a picture of something they like to do by themselves. Complete the sentence I like to \_\_\_\_\_.

**Theme/Seasonal Project Ideas:** create Ms. P's patches by having children cut up construction paper, create an all about me picture book, cook pancakes, create pig puppets to use with the story "I like me".

**Additional Read Aloud Options from Classroom Library:** I Like Being Me: Poems for Children About Feeling Special... by Judy Lalli, I Like Myself! By Karen Beaumont, Elmer by David McKee

| <b>Subject:</b>                             | <b>Objective:</b>   | <b>Activities</b>   | <b>Remediation:</b>  | <b>Enrichment:</b>   |
|---|---|---|--|--|
| <b>Social<br/>Emotional<br/>Development</b> | <ul style="list-style-type: none"> <li>• Describes self positively</li> <li>• Shows an awareness of others and others feelings</li> <li>• Compares and contrasts self to others</li> <li>• Describes self positively</li> <li>• Recognizes how actions affect others</li> <li>• Shows empathy and kindness</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce the Focus Question: What makes us special?<br/>Spanish: "¿Qué nos hace especiales? Portuguese:" o que nos torna especiais?"</li> <li>• Create What makes us special chart</li> <li>• Read What We Like</li> <li>• Action Rhyme "I'm Glad I'm Me"</li> <li>• Grow with the Letter People</li> </ul> | <ul style="list-style-type: none"> <li>• Have children model sad/happy faces.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children work with partners to make a book of feelings.</li> </ul> |

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|                           |   |  |  |   |
|---------------------------|---|--|--|---|
| <b>Second Step</b>        | <h3 style="margin: 0;">Why This Theme Matters</h3> <p style="margin: 0;">It is important for children to be able to ask for help when they need it. For many children, this requires speaking up in a strong, respectful way. Speaking up in this way (being assertive) also helps children get along with others.</p> <p style="margin: 0;"><b>Objectives</b><br/>       Children will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate asking for what they need or want during skill-practice activities</li> </ol> <h3 style="margin: 0;">Lesson Concepts</h3> <p style="margin: 0;">To ask for what you need or want, face the person you are asking and use a respectful voice.</p> <h3 style="margin: 0;">Key Words</h3> <ul style="list-style-type: none"> <li>• Need</li> <li>• Respectful</li> </ul> |  |  |   |
| <b>Subject:</b>           | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>  |
| <b>Alphabet Knowledge</b> | <ul style="list-style-type: none"> <li>• Names and recognizes letter P</li> <li>• Engages in language play</li> <li>• Recognizes letter-sound relationships</li> </ul>  | <ul style="list-style-type: none"> <li>• Meet Ms. P</li> <li>• Counting 1-3 with the Beehive rhyme</li> <li>• Learn More about Ms. P</li> <li>• Letter forms for Pp</li> <li>• Have Fun with Ms. P</li> <li>• Revisit Mr. N and Ms. W</li> </ul>                     | <ul style="list-style-type: none"> <li>• Identify Ms. P, Mr. N and Ms. W and show children a large letter P, N, and W and have them match it to the correct letter person.</li> <li>• Show children a large letter P and have them trace the letter with a finger or use a pointer.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Ms. P's song that begin with the letter P.</li> <li>• Have children go on a scavenger hunt to find objects that begin with the letter P Have them use sticky notes to mark the objects they find.</li> </ul> |
| <b>Comprehension</b>      | <ul style="list-style-type: none"> <li>• Asks and answers questions</li> <li>• Uses picture cues</li> <li>• Describes the role of author and illustrator</li> <li>• Exhibits curiosity in learning new word</li> </ul>  | <ul style="list-style-type: none"> <li>• Read "I Like Me!"</li> <li>• Reread "I like Me!" Do you think Nancy Carlson is a creative person? What do you remember about this story from yesterday?</li> <li>• Learn More About Ms. P. What does Ms. P love?</li> </ul> | <ul style="list-style-type: none"> <li>• While reading, "I Like Me, provide pictures that children can use to complete the sentence frame, "Pig likes herself because ____." Restate way children point to in a complete sentence.</li> </ul>  | <ul style="list-style-type: none"> <li>• While reading, "I Like Me, have partners share with each other why they are glad to be themselves and ask children to share their partners responses with the class.</li> </ul>  |

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|                            |  |   |   |   |
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|                            |  | <ul style="list-style-type: none"> <li>• Read “Pointy Patches are for Me!” What does Ms. P wear all over herself?</li> <li>• 3rd read “I Like Me” Point out the ways the pig helps herself. Vocab: Persistent</li> </ul>  |   |   |
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>• Makes connections</li> <li>• Interacts with a variety of text types</li> <li>• Understands directionality</li> </ul>  | <ul style="list-style-type: none"> <li>• Read a Letter from Ms. P</li> <li>• Read “I Like Me!” Does the pig like to do things by herself? What do you like to do by yourself?</li> <li>• Read “Pointy Patches are for Me!” Point to the words as you read to help children recognize that we read from left to right.</li> </ul>  | <ul style="list-style-type: none"> <li>• While responding to, “I Like Me,” hand out pictures of emotions from the story and have children point to the pictures to answer questions.</li> <li>• While reading Ms. P’s book, have children use the pictures clues to discuss the animals in the book.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children expand their answers by adding details.</li> <li>• Expand Ms. P’s story by naming other kids of animals and what covers them.</li> </ul> |
| <b>Subject:</b>            | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>   | <b>Enrichment:</b>  |
| <b>Writing</b>             | <ul style="list-style-type: none"> <li>• Writes letters</li> <li>• Writes to expresses an opinion</li> <li>• Completes a sentence</li> <li>• Dictates sentences and stories</li> <li>• Writes name</li> <li>• Creates books</li> <li>• Writes a list</li> <li>• Presents to peers</li> <li>• Participates in shared writing</li> </ul> | <ul style="list-style-type: none"> <li>• Trace the letter Pp with finger</li> <li>• Begin class book, “What We Like”</li> <li>• I like to__.” Dictate/write sentence, illustrate and write name. <a href="#">Allow children to dictate in home language</a></li> <li>• “What makes the pig in “I Like Me” special/unique?”</li> <li>• Children share their page in class book</li> <li>• <i>Pig likes herself because__.</i></li> </ul> | <ul style="list-style-type: none"> <li>• If children respond to questions with a single word, model using a complete sentence.</li> <li>• While chanting, I’m Glad I’m Me,” have children answer what are you glad you can do?” using a complete sentence.</li> </ul>   | <ul style="list-style-type: none"> <li>• Encourage children to draw or write a thank you note to someone they appreciate after chanting, “I’m Glad I’m Me.”</li> </ul>                          |

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|                                      |   |   |   |   |
|--------------------------------------|---|---|---|---|
| <p><b>Mathematics</b></p>            | <ul style="list-style-type: none"> <li>• <b>Compares</b> quantities</li> <li>• Counts to determine quantity</li> <li>• Recites numbers in order</li> <li>• Recognizes numerals</li> <li>• Uses 1-1 correspondence when counting</li> <li>• Creates a pattern</li> </ul> | <ul style="list-style-type: none"> <li>• Rhyme, “The Beehive”</li> <li>• Count as each marble is taken out of jar</li> <li>• <i>Which jar has 1 marble?</i></li> <li>• <i>Which jar matches the card?</i></li> <li>• Write how many marbles are in each jar</li> <li>• Match the jars to the number cards.</li> <li>• Touch count beads</li> <li>• Students build varying quantities from 1-3.</li> <li>• <i>Which card has a 4 on it?</i></li> <li>• <i>Which jar has 4 marbles?</i></li> <li>• <i>Count 1-5, introduce number 5 card and quantity of 5 marbles</i></li> <li>• Continue/create orange/blue patterns</li> </ul> | <ul style="list-style-type: none"> <li>• Practice counting objects multiple times before introducing the dot and numeral cards.</li> <li>• Allow children to demonstrate how many marbles are in each jar by showing that many fingers, rather than using dot or numeral cards.</li> <li>• Provide sets of objects that are the same color but vary in size and have children sort and count each set.</li> <li>• While patterning, create cue cards by holding up a sheet of paper that is the color of the next cube in the pattern.</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge students to create their own dot cards with the corresponding numerals on each card.</li> <li>• Have children search the classroom for sets of items.</li> <li>• While patterning, challenge children to create a different kind of pattern using two colors of connecting cubes.</li> </ul> |
| <p><b>Science/Social Studies</b></p> | <ul style="list-style-type: none"> <li>• Observes characteristics of people</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>What makes us special?</i></li> <li>• Turn and share: “<i>What is one way you are unique?</i>”</li> </ul>   | <ul style="list-style-type: none"> <li>• Show pictures of children taking care of themselves and ask children to act out ways they care for themselves.</li> <li>• Show pictures of park activities so children can use while answering questions.</li> </ul>   | <ul style="list-style-type: none"> <li>• Challenge students to name ways that they take good care of themselves and tell why each way is important.</li> <li>• Have children add details about what they like to do at the park.</li> </ul>   |

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| ACADEMIC LEARNING CENTERS  |   |   |  |   |
|--|---|---|--|---|
| <p><b>Letter People Place<br/>Mr. P's Letter Play</b><br/>Children create their own Ms. P stick puppet and then form the letters Pp using play dough. Invite children to trace P and p on the letter forms page and fill them in with pointy patches.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, play dough, pointy patches cut from construction paper,</li> <li>• Plastic Pp letters</li> <li>• Mr. W. (when not in small group)</li> </ul> | <p><b>Emergent Writing<br/>A Book About Me</b><br/>Provide children with a pre-made book to illustrate and write why they are special. Invite children to draw pictures and write letters, symbols, or scribbling that show what special features they have, what they are good at and what they like to do.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Pre-made books</li> <li>• Pencils</li> <li>• crayons</li> </ul>            | <p><b>Math<br/>Penny Match</b><br/>Children count pennies in each of 5 counting jars and choose the correct dot card and numeral card from Teacher Time Savers 12, 33 to match quantity of pennies in jar. Share with friends.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• 5 counting jars with 1 to 5 pennies in each jar</li> <li>• Printable Resources: Teacher Time Savers 12,33</li> </ul> | <p><b>Theme Library &amp; Reading and Listening<br/>Reading Nook</b><br/>Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>I Like Me!</i></li> <li>• Letter Pp's song</li> <li>• Letter people big book</li> <li>• <i>Pointy Patches Are for Me!?</i></li> <li>• Class book: What We Like</li> <li>• Student reader: The Farm</li> <li>• Action Rhyme: "I'm Glad I'm Me"</li> <li>• Theme related books</li> <li>• Drawing and related materials</li> </ul> | <p><b>Small Group</b><br/>In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/><i>ELA-pg. 1, 2, 3</i><br/><i>Math- pg. 4</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play<br/>Making Good Choices</b><br/>Display a new page every day from <i>Take a Stand</i>. Invite children to act out.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Big book</li> <li>• Props such as stuffed toys, sports balls, and games.</li> </ul>   | <p><b>Art Studio<br/>This Is Me!</b><br/>Encourage children to create a self-portrait using yarn, paint, and other drawing materials. Provide mirrors for children to use. Challenge children to focus on what makes them unique. Invite to add title.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Paint</li> <li>• Drawing materials</li> <li>• Yarn</li> <li>• Scissors</li> <li>• Glue</li> <li>• Unbreakable mirrors</li> </ul> | <p><b>Technology<br/>ePlay and Learn</b><br/>Children follow along in Mr. P's eBook. As they read, listen for words with /p/ sound. Invite to play interactive games in MyPreKDig.com</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Pointy Patches for Me</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul>                              | <p><b>Exploration Station<br/>Dig for P</b><br/>Bury plastic letters Pp and a variety of objects that begin with /p/ sound in the sand. Have children dig for the objects and say the objects' name aloud.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Sand in a table/tub</li> <li>• plastic letters Pp</li> <li>• Objects that begin with the /p/ sound, such as a pencil, plastic, pig, paintbrush, pen, purple crayon</li> <li>• digging and sifting tools</li> </ul>  | <p><b>Construction Zone<br/>Ms. P's Pig Ranch</b><br/>Display pictures of read farms and ranches in the center. Encourage children to create a model of Ms P's pig ranch out of blocks and add pigs and other animals to their models.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> <li>• plastic animals, such as pigs</li> </ul> <p>Pictures of farms and ranches</p>   |

|  |                              |   |
|--|------------------------------|---|
| <b>Week 2:</b> 10/31/2022  | <b>Theme 2:</b> All About Me | <b>Focus Question:</b> How are families different and the same? |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1: Approaches to Learning PK.AL.4.</b> Exhibits curiosity, interest, and willingness to learn new things and have new experiences</p> <p><b>Domain 3: Social and Emotional Learning PK.SEL.2.</b> Recognizes self as an individual having unique abilities, characteristics, feelings and interests</p> <p><b>Domain 4A: Communication, Language and Literacy PK.AC.1.</b> Demonstrates motivation to communicate</p> <p><b>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.3. [NY-PK.CC.3.]</b> Understands the relationship between numbers and quantities to 10, connects counting to cardinality patterns using concrete objects (e.g., what comes next?)</p> <p><b>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.1.</b> Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community</p> <p><b>Multilingual Library:</b> Social Studies- Dad likes new clothes; La ropa nueva de papa</p> <p><b>MLL LINKS:</b></p> <p>Spanish: Read aloud: <u>Families, Mine, Yours, and Others</u>: <a href="https://www.youtube.com/watch?v=l0LVSG4KqjA">https://www.youtube.com/watch?v=l0LVSG4KqjA</a></p> <p>- The Family Book by Todd Parr: <a href="https://www.youtube.com/watch?v=MpE_sXRHiJ4">https://www.youtube.com/watch?v=MpE_sXRHiJ4</a></p> <p>Portuguese: Families of the World: <a href="https://www.youtube.com/watch?v=PAq8OTpIqX8">https://www.youtube.com/watch?v=PAq8OTpIqX8</a></p> <p>- The Family Book by Todd Parr: <a href="https://www.youtube.com/watch?v=1_J8b_cRGGc">https://www.youtube.com/watch?v=1_J8b_cRGGc</a></p> <p>Arabic- Family Members: <a href="https://www.youtube.com/watch?v=crXlvBEzQsI">https://www.youtube.com/watch?v=crXlvBEzQsI</a></p> |                              |   |
| <b>Vocabulary:</b> Wow Words: belong, calm, boisterous, comfort, support   |                              |   |

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Writing: **Interactive Writing:** Children respond to the book, Families Are Special by using the sentence starter, Families are special because... which are added to class shared writing chart. **Class Book:** Families Are Special. Children draw a picture how their family is special. My family is special because \_\_\_\_\_.

**Theme/Seasonal Project Ideas:** complete H is for House craft and connect with which family members live in children’s homes, children bring in photos of their families to share with the class.

**Additional Read Aloud Options from Classroom Library:** The Family Book by Todd Parr, All the Colors of Earth by Sheila Hamanaka, Lots of Grandparents by Shelley Rotner, When I was Little by Jamie Lee Curtis

| <b>Subject:</b>                     | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>  | <b>Enrichment:</b>   |
|-------------------------------------|--|---|--|--|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>• Identifies as being part of a family</li> <li>• Recognizes and regulates behavior and emotions</li> <li>• Compares and contrasts self to others</li> <li>• Recognizes how actions affect others</li> <li>• Shares materials and toys</li> <li>• Shows are awareness of others feelings</li> </ul> | <ul style="list-style-type: none"> <li>• Read Families are Special. Give thumbs up if you have a family</li> <li>• Play musical chairs</li> <li>• Reread “Families are Special.” How many of you have a big/small family? How do the people in your family take care of each other?</li> <li>• All About Me Anchor Chart.</li> <li>• “I’m Glad I’m Me” action rhyme. How are families the same and different?</li> <li>• Grow with the Letter People. Mr. H and Mr. Z sharing.</li> </ul> | <ul style="list-style-type: none"> <li>• While reading, “Families are Special,” engage children in a discussion about what makes all families special. Use pictures in the story to make connections.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children draw a picture of themselves supporting someone and have them describe their family connections.</li> </ul> |

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| <b>Subject:</b>  | <b>Objective:</b>  | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>  |
|--|--|--|--|---|
| <ul style="list-style-type: none"> <li><b>Alphabet Knowledge</b></li> </ul>  | <ul style="list-style-type: none"> <li>Recognizes Hh and its letter-sound relationship</li> <li>Recognizes and names letters</li> </ul>  | <ul style="list-style-type: none"> <li>Meet Mr. H</li> <li>Learn More About Mr. H</li> <li>Letter Forms for Hh</li> <li>Have fun with Mr. H</li> <li>Meet and Greet Mr. H</li> </ul>   | <ul style="list-style-type: none"> <li>Provide toys with names that begin with the letter H and have children take turns identifying the objects.</li> <li>Encourage children to draw the capital letter H in the air as they move to the music in Mr. H's song.</li> <li>Have children place a hand in front of their mouth to feel the burst of air when they make the h sound.</li> </ul> | <ul style="list-style-type: none"> <li>Have children identify the words they hear in Mr. H's song that begin with the letter H.</li> <li>Have children read the room to find objects that begin with the letter H Have them use sticky notes to mark the objects they find.</li> <li>Choose a book from the classroom library and go on a hunt for letter h words. Have them flag the letter H words with a sticky note.</li> </ul> |
| <ul style="list-style-type: none"> <li><b>Comprehension</b></li> </ul>       | <ul style="list-style-type: none"> <li>Uses picture cues</li> <li>Exhibits curiosity in learning new words</li> <li>Asks and answers questions</li> <li>Recalls details</li> </ul> | <ul style="list-style-type: none"> <li>Read "Families are Special" Compare same and different.</li> <li>"Families are Special" What do you remember about this book from yesterday?</li> <li>to get his happy hair cut?</li> <li>"Where is Mr. H?" Discuss the hall as part of a house that connects rooms. Children name other parts of a house.</li> </ul> | <ul style="list-style-type: none"> <li>While completing the "I'm Glad I'm Me," chant, create visual support clues to help children remember the actions in the chant.</li> <li>While discussing sharing, provide cue cards for "my turn" and "your turn," to provide a visual cue for taking turns.</li> </ul>   | <ul style="list-style-type: none"> <li>Have children create a rhyme about sharing with the class.</li> </ul>  |
| <ul style="list-style-type: none"> <li><b>Responding to Texts</b></li> </ul> | <ul style="list-style-type: none"> <li>Makes connections</li> <li>Engages in reading activities</li> </ul>   | <ul style="list-style-type: none"> <li>Reread "Families are Special." How many of you have a big/small family? How do the people in your family take care of each other?</li> <li>"Families are Special" Discuss ways families help and support each other.</li> </ul>   | <ul style="list-style-type: none"> <li>Display pictures of families in "Families are Special," and ask children to point to a mother, a father, a sister, a brother, etc.</li> </ul>   | <ul style="list-style-type: none"> <li>Have children use their family photo to talk about their families with a partner. Then ask children to share what they learned about their partner's family.</li> </ul>  |

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| Subject:                      | Objective:  | Activities  | Remediation:  | Enrichment:   |
|-------------------------------|---|---|---|---|
| <b>Writing</b>                | <ul style="list-style-type: none"> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Dictates sentences and stories</li> <li>• Writes name</li> <li>• Writes to express an opinion</li> <li>• Presents to peers</li> <li>• Writes to convey meaning</li> <li>• Participates in shared writing</li> </ul> | <ul style="list-style-type: none"> <li>• Trace Mr. H's letters with your finger</li> <li>• Begin class book, "Special Families."</li> <li>• My family is special because _____.</li> <li>• Illustrate.</li> <li>• Write name.</li> <li>• Each child shares their page from class book, "Special Families."</li> <li>• Draw a picture of your family doing something fun</li> <li>• Families are special because _____.</li> </ul>                                 | <ul style="list-style-type: none"> <li>• While looking at the anchor chart, provide visual support by writing "I see _____," and have children use pictures to fill in the blank.</li> </ul>  | <ul style="list-style-type: none"> <li>• Have children draw a picture of a mother or father doing something and write a sentence telling about the picture.</li> </ul>  |
| <b>Mathematics</b>            | <ul style="list-style-type: none"> <li>• Constructs viable arguments and critiques the reasoning of others.</li> <li>• Counts to determine quantity</li> <li>• Uses 1-1 correspondence</li> <li>• Counts to create sets</li> <li>• Identifies quantities without counting</li> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>• Set up 5 chairs: <i>How many children can sit here? Why do you think so? Count to find out.</i></li> <li>• Play musical chairs. <i>Why was one child unable to sit?</i></li> <li>• Read "Match-Up Fun." <i>How many tickets would 5 children need?</i></li> <li>• Match crayons to groups of children(5 children, 5 crayons)</li> <li>• Hold up fingers to match number cards</li> <li>• Rhyme "The Beehive."</li> </ul> | <ul style="list-style-type: none"> <li>• Count the chairs and children each time the music stops in the "Musical Chairs" game.</li> <li>• Model matching pom-poms to children before reading the math big book.</li> <li>• Use an egg carton and cubes to help children practice one to one correspondence while counting.</li> </ul> | <ul style="list-style-type: none"> <li>• Without counting the number of chairs, challenge children to predict how many children will be able to sit on each during "Musical Chairs."</li> <li>• Have children use the Attachables to match small groups of each objects independently.</li> </ul> |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Identifies how families are similar and different.</li> <li>• Understands family roles.</li> <li>• Knows home address</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Who has a mommy? A sister, etc.</i></li> <li>• <i>How do the people in your family take care of each other?</i></li> <li>• <i>How do the people in your family support each other?</i></li> <li>• <i>How are families alike? Different?</i></li> <li>• <i>What street do you live on</i></li> </ul>   | <ul style="list-style-type: none"> <li>• During the reading of "Families are Special," encourage children to describe the families and activities they see in the pictures.</li> <li>• Have children pantomime what the families are doing o the anchor chart at the park.</li> </ul>   | <ul style="list-style-type: none"> <li>• While completing the "I'm Glad I'm Me," chant, have children lead the class in reciting the chant,</li> </ul>  |

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| ACADEMIC LEARNING CENTERS   |  |  |   |  |
|---|--|--|---|--|
| <p><b>Letter People Place</b><br/> <b>Mr. H's Letter Play</b><br/>           Children create their own Mr. H stick puppet and then form the letters Hh using play dough. Invite children to trace H and h on the letter forms page and fill them in with pointy patches.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, play dough, pointy patches cut from construction paper,</li> <li>• Plastic Hh letters</li> <li>• Mr. H. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/> <b>Giving a Helping Hand</b><br/>           Students trace one of their hands. Inside hand, they draw one thing they can do to help their families. Invite children who are ready to add letters, symbols, or scribbling, to tell about their picture. Children share "helping hands".</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Drawing paper</li> <li>• Pencils</li> <li>• Markers</li> <li>• crayons</li> </ul> | <p><b>Math</b><br/> <b>One to One Match</b><br/>           Children use egg cartons to practice one to one matching. Children choose one set of objects and drop one object into each of the egg carton holes. A partner can make sure that each hole is filled with one, and only one, object. Then they can repeat the activity using a different set of objects.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Egg cartons</li> </ul> <p>Sets of small objects (12 each) such as pom-poms, connecting cubes, pebbles, buttons, etc.</p> | <p><b>Theme Library &amp; Reading and Listening</b><br/> <b>Reading Nook</b><br/>           Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>Families Are Special</i></li> <li>• Letter H's song</li> <li>• Letter people big book</li> <li>• <i>Where is Mr. H?</i></li> <li>• Class book: <i>Special Families</i></li> <li>• Student reader: <i>My House</i></li> <li>• Action Rhyme: "I'm Glad I'm Me"</li> <li>• Theme related books</li> <li>• Drawing and related materials</li> </ul> | <p><b>Small Group</b><br/>           In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/> <i>ELA-pg. 5, 6, 7</i><br/> <i>Math- pg. 8</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>           Based on the results of the circle data, you can group students, and create lessons using the <a href="https://cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/> <b>Making Good Choices</b></p> <p>Display a new page every day from <i>Take a Stand</i>. Invite children to act out.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Big book</li> <li>• Props such as stuffed toys, sports balls, and games.</li> </ul>   | <p><b>Art Studio</b><br/> <b>Happy Hair Hats</b></p> <p>Children make happy hair hats by decorating paper plates as a hat and then gluing a generous handful of yarn to the edge for hair. Add a piece of yarn on each side for tie-on. Have a hat parade.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Paper plates</li> <li>• yarn in different colors</li> <li>• Glue</li> <li>• misc. craft supplies to decorate hats</li> </ul>                  | <p><b>Technology</b><br/> <b>ePlay and Learn</b></p> <p>Children follow along in Mr. H's eBook. As they read, they listen to words beginning with h sound. Children play Mr. H games. Explore the online activities for Match-up Fun</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: Where is Mr. H?</li> <li>• Interactive online module: <i>match-up fun</i></li> <li>• Computer, Headphones</li> <li>• MyDigPreK.com</li> </ul>   | <p><b>Exploration Station</b><br/> <b>Time to Wash the Dishes</b></p> <p>Children pretend to wash dishes after a family meal. As they wash the dishes, have them talk about the steps involved (adding soap to the water, scrubbing, rinsing, and drying)</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• water in a table or tub</li> <li>• plastic plates, cups, silverware, pots, and pans</li> <li>• dish soap</li> </ul> <p>Sponges, washcloths, scrubbers, towels</p>   | <p><b>Construction Zone</b><br/> <b>Family Homes</b></p> <p>Children use building blocks to create a model of their home. Invite them to write their apartment number or street number on an index card and add it to the model.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> <li>• Index cards</li> <li>• Pencils</li> </ul>  |

|  |                       |  |  |  |
|--|-----------------------|--|--|--|
| Week 3: 11/1/2022  | Theme 2: All About Me | Focus Question: How do our senses help us? |  |  |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1: Approaches to Learning PK.AL.2</b> Actively engages in problem solving</p> <p><b>Domain 3: Social and Emotional Learning PK.SEL.2.</b> Recognizes self as an individual having unique abilities, characteristics, feelings and interests</p> <p><b>Domain 4A: Communication, Language and Literacy PK.ELAL.22. [PKSL.4]</b> Describes familiar people, places, things and events</p> <p><b>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.3. [NY-PK.CC.3.]</b> Understands the relationship between numbers and quantities to 10, connects counting to cardinality patterns using concrete objects (e.g., what comes next?)</p> <p><b>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.1.</b> Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community</p>  |                       |  |  |  |
|  |                       |  |  |  |
| <p><b>MLL Support:</b></p> <p>Use the familiar objects around the classroom and invite students to talk about what senses they use when engaging with those objects.</p> <p>Invite community members or guest parents to transcribe children’s narrations on their drawings of five senses.</p> <p>Introduce translations of target vocabulary, teaching both the English word alongside the word in the home language.</p> <p><b>Multilingual Library:</b> I See and See; Shh! What’s that Sound?</p> <p>Spanish: 5 senses: <a href="https://www.youtube.com/watch?v=mgsF4W2_fyI">https://www.youtube.com/watch?v=mgsF4W2_fyI</a> - <a href="https://www.youtube.com/watch?v=a_EfwFzm1ys">https://www.youtube.com/watch?v=a_EfwFzm1ys</a></p> <p>Portuguese 5 senses: <a href="https://www.youtube.com/watch?v=ezwz8TBcjYo">https://www.youtube.com/watch?v=ezwz8TBcjYo</a> - <a href="https://www.youtube.com/watch?v=z-Y4UaMWbMk">https://www.youtube.com/watch?v=z-Y4UaMWbMk</a></p> <p>Arabic 5 senses: <a href="https://www.youtube.com/watch?v=R70J-brdA1E">https://www.youtube.com/watch?v=R70J-brdA1E</a> - <a href="https://www.youtube.com/watch?v=b1RicSEcl2g">https://www.youtube.com/watch?v=b1RicSEcl2g</a></p> |                       |  |  |  |
| <p><b>Vocabulary:</b> Wow Words: munch, observe, examine, aroma, texture</p>   |                       |  |  |  |

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Writing: **Interactive Writing:** Create a Web graphic organizer to create a 5 Senses Web. Children name items that they can see, smell, hear, taste and touch. Teacher records answers on the web for appropriate senses and then reads afterwards. **Class Book:** I learn with my senses. Children draw a picture about using a sense. Complete the sentence I \_\_\_\_\_ the \_\_\_\_\_.

**Theme/Seasonal Project Ideas:** Taste test using sweet, salty, bitter, sour. Ex. Chocolate, coffee, pretzel, lemon. Create a bar graph of which flavor the children liked the best. Cook using the five senses, muffins or popcorn. Create letter M mouse.

**Additional Read Aloud Options from Classroom Library:** My Five Senses by Aiki, The Five Senses by Nurla Roca

| Subject:                            | Objective:  | Activities  | Remediation:  | Enrichment:  |
|-------------------------------------|---|---|---|--|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Describes self positively</li> <li>Identifies as being part of a family</li> <li>Recognize and regulates behavior and emotions</li> <li>Understands and follows rules and routines</li> <li>Shows an awareness of others feelings</li> </ul>   | <ul style="list-style-type: none"> <li>Revisit theme: This week we are going to learn about our senses. They make us special.</li> <li>Grow with the letter People. How can we use our senses to keep ourselves safe from poisons?</li> <li>Class transitions: use cleaning song</li> <li>Show children how to invite each other to play together outside.</li> </ul> | <ul style="list-style-type: none"> <li>To discuss appropriate behaviors, point to various items around the classroom and have children hold up a smiley or yucky face card to reinforce items they should never taste.</li> </ul> | <ul style="list-style-type: none"> <li>To discuss appropriate behaviors, have children create red cards to place on objects around the room that they should never taste.</li> </ul> |
| <b>Second Step</b>                  | <p>Why This Theme Matters<br/>           Children who know how to identify emotions tend to have better social skills and be less aggressive and more accepted by peers. Children who can identify their own and other people’s feelings at age five are more likely than others to show academic gains by age nine.</p> <p>Objectives<br/>           Children will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the feelings happy and sad when presented with physical (face or body) clues</li> <li>2. Tell about a time when they felt happy or sad</li> </ol> <p>Lesson Concepts<br/> <div style="text-align: center;">You can look at people’s faces and bodies for clues to help you tell how they feel.</div></p> <p>Key Words</p> <ul style="list-style-type: none"> <li>Feelings</li> <li>Happy</li> <li>Sad</li> <li></li> </ul> |   |   |  |

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| <b>Subject:</b>            | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>   | <b>Enrichment:</b>  |
|----------------------------|---|--|---|---|
| <b>Alphabet Knowledge</b>  | <ul style="list-style-type: none"> <li>• Recognizes and names letter M</li> <li>• Attends to sounds</li> <li>• Recognizes letter-sound relationships</li> </ul>   | <ul style="list-style-type: none"> <li>• Meet Mr. M</li> <li>• Learn More about Mr. M</li> <li>• Letter forms for Mm</li> <li>• Meet and Greet Mr. M</li> <li>• Have fun with Mr. M</li> </ul>   | <ul style="list-style-type: none"> <li>• Invite children to move freely to the music in Mr. A's song.</li> <li>• Write the letter M on a sheet of paper and place it in a plastic sheet protector and have children trace the letter M with a dry erase marker.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Mr. M's song that begins with the letter m.</li> <li>• Have children go on a scavenger hunt to find objects that begin with the letter M. Have them use sticky notes to mark the objects they find.</li> </ul>   |
| <b>Comprehension</b>       | <ul style="list-style-type: none"> <li>• Asks and answers questions</li> <li>• Describes the role of an author</li> <li>• Makes inferences and draws conclusions</li> <li>• Recalls details</li> <li>• Uses picture cues</li> </ul> | <ul style="list-style-type: none"> <li>• Read "I Learn with My Senses" open-ended discussion to answer the questions in the book.</li> <li>• Reread "I Learn with my Senses" Discuss author's role. Children tell Mr. M what the book is about and what the senses are. What do you learn when you touch/taste/smell something?</li> <li>• Read Mr. M's Letter. How does Mr. M use his senses?</li> <li>• Read "How Much Lunch?" What food does Mr. M think about munching for lunch?</li> </ul> | <ul style="list-style-type: none"> <li>• While reading, "My Senses," provide actual items to help students explore the senses.</li> </ul>   | <ul style="list-style-type: none"> <li>• Invite children to describe one or more of the pictures on page 12 of the big book using words that describe one or more of the five senses.</li> </ul>  |
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>• Engages in reading activities</li> <li>• Makes connections</li> </ul>  | <ul style="list-style-type: none"> <li>• Read "I Learn with My Senses" Which sense is the boy using?</li> <li>• "How Much Lunch?" Why would this be too much to munch?</li> </ul>  | <ul style="list-style-type: none"> <li>• Encourage several volunteers to stand in front of the class and identify their five senses as the other children point to their own senses.</li> <li>• After reading, "My Five Senses," make a list about how children use their five senses.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children choose other classroom items as mystery objects and have children use their senses to identify the objects.</li> <li>• After reading, "My Five Senses," and making a list about how children use their five senses, have children create additional sentences about their senses.</li> </ul> |

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| Subject:                      | Objective:  | Activities  | Remediation:  | Enrichment:  |
|-------------------------------|---|---|---|--|
| <b>Writing</b>                | <ul style="list-style-type: none"> <li>• Participates in shared writing</li> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Dictates sentences and stories</li> <li>• Writes name</li> <li>• Writes to inform</li> <li>• Presents to peers</li> </ul> | <ul style="list-style-type: none"> <li>• Share some ways you use your 5 senses.</li> <li>• Use Attachables to show which sense(s) they would use with the pictures on the back cover.</li> <li>• Trace letter Mm</li> <li>• Begin class book, "Our Senses." I ____ the _____. Illustrate.</li> <li>• Each child shares their page from class book, "Our Senses."</li> <li>• Create a web of the 5 senses. Record how each sense helps us.</li> </ul>  | <ul style="list-style-type: none"> <li>• Using the anchor chart, have children draw a picture about something they notice on the anchor chart that deals with senses.</li> </ul>  | <ul style="list-style-type: none"> <li>• Using the anchor chart, have children write a sentence about something they notice on the anchor chart that deals with senses.</li> </ul>   |
| <b>Mathematics</b>            | <ul style="list-style-type: none"> <li>• Counts to determine quantity</li> <li>• Uses 1-1 correspondence</li> <li>• Constructs viable arguments and critiques the reasoning of others</li> <li>• Compares quantities</li> </ul>   | <ul style="list-style-type: none"> <li>• Have a line of 4 children stand across of a line of 5 children; <i>count each line; Are there the same number in each group? Can you match the 2 lines? There are more children in 1 group.</i></li> <li>• Use cubes to identify quantities that are <b>more, less, and equal</b></li> <li>• Play musical chairs with different numbers of students. Students determine how many chairs are needed each time explain why.</li> <li>• Use books, cubes, etc. to determine amounts of <b>more, less, and equal</b>.</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to discuss comparing quantities by having a noticeable larger amount of objects in one group.</li> <li>• Use classroom items to illustrate number stories.</li> </ul>        | <ul style="list-style-type: none"> <li>• Invite children to suggest how many children should be in each group so that one group has more.</li> <li>• Challenge students to tell stories of more or equal with larger numbers of objects.</li> </ul>  |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Identifies and explores with the 5 senses</li> <li>• Demonstrates healthy habits.</li> </ul>   | <ul style="list-style-type: none"> <li>• Match pictures from <b>Teacher Time Saver 66</b> to the corresponding sense</li> <li>• Use Attachables to show which sense(s) they would use with the pictures on the back cover.</li> <li>• The ____ is using his/her ____ to _____.</li> </ul>   | <ul style="list-style-type: none"> <li>• While reading "My Senses," have children point to the body part that connects to each of the five senses.</li> <li>• Use actual items that children can hold and smell.</li> </ul> | <ul style="list-style-type: none"> <li>• Invite children to describe one or more of the pictures on page 12 of the big book using words that describe one or more of their senses.</li> <li>• Read through the fun facts about animal senses on the back cover and have children draw a pictures.</li> </ul> |

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| ACADEMIC LEARNING CENTERS  |   |  |  |  |
|--|---|--|--|--|
| <p><b>Letter People Place</b><br/> <b>Mr. M's Letter Play</b><br/>           Children create their Mr. M stick puppet. Form letter Mm in shaving cream. Trace M and m on the letter forms page and then create mosaic M's using torn-up construction paper</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, shaving cream, and tub, torn up construction paper in various colors</li> <li>• Plastic Mm letters</li> <li>• Mr. M. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/> <b>Mr. M's Meal</b><br/>           Children to plan a delicious school lunch for Mr. M to munch on. Make list by drawing pictures or writing the names of the foods Mr. M will munch on. Encourage children to draw a picture of Mr. M eating the lunch they planned.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencils</li> <li>• crayons</li> </ul>  | <p><b>Math</b><br/> <b>Comparing Quantities</b><br/>           Provide several bags of connecting cubes. Each bag contains no more than a set of 5 matching cubes. Children pick 2 bags, dump out the cubes and match 1:1. If same amount, yell "Match!" If the quantities do not match, children point to the color that has more cubes.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Connecting cubes in sets of single colors, no more than 5 cubes per set.</li> <li>• one bag for each set of cubes</li> </ul> | <p><b>Theme Library &amp; Reading and Listening</b><br/> <b>Reading Nook</b><br/>           Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>I Learn with My Senses</i></li> <li>• Letter M's song</li> <li>• Letter people big book</li> <li>• <i>How Much Lunch?</i></li> <li>• Class book: Our Senses</li> <li>• Student reader: I Like to Munch</li> <li>• Action Rhyme: Five Little Senses"</li> </ul> | <p><b>Small Group</b><br/>           In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/> <i>ELA-pg. 9, 10, 11</i><br/> <i>Math- pg. 12</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>           Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/> <b>I Spy</b><br/>           Provide children with paper towels tubes to use as telescopes or with toy binoculars. Have them pretend to be a safari guide or a scientist observing outer space. Observe things around the classroom but using their imagination about what they see. They may take "field notes".</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Paper-towel tubes</li> <li>• toy binoculars</li> <li>• pencils, small notebooks</li> </ul>                       | <p><b>Art Studio</b><br/> <b>My Five Senses</b><br/>           Have pre-folded construction paper (5 sections). Provide tactile art supplies, magazine pictures, stickers. Children create a section for each sense</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Pre-folded construction paper (5 sections)</li> <li>• Magazine pictures</li> <li>• Stickers</li> <li>• Tactile art supplies, such as yarn, pom-poms, feathers</li> <li>• Scissors and glue</li> </ul> | <p><b>Technology</b><br/> <b>ePlay and Learn</b><br/>           Children follow along in Mr. M's eBook. As they read, they listen to words beginning with Mm sound. Children play Mr. M games. Explore online activities for <i>I Learn with My Senses</i>.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>How Much Lunch?</i></li> <li>• <i>I Learn with My Senses</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul>  | <p><b>Exploration Station</b><br/> <b>What Is It?</b><br/>           Fill several paper bags with items that have different textures and provide pictures of the items. Children reach inside each bag to feel the item. Then have them pair a picture with what they think is inside. They can peek in each bag to check.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Paper bags</li> <li>• Small items with different textures, such as a cotton ball, sandpaper, a smooth stone, crayon shavings</li> </ul>   | <p><b>Construction Zone</b><br/> <b>Block Sounds</b><br/>           Children explore the sense of hearing with blocks. Have children tap different types of blocks together and listen for the different sounds they make. Children create rhythm by tapping blocks together.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks, wooden and plastic</li> </ul>   |

|  |                       |  |  |  |
|--|-----------------------|--|--|--|
| Week 4:11/14/2022  | Theme 2: All About Me | <b>Focus Question:</b> How can we keep ourselves safe? |  |  |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1: Approaches to Learning PK.AL.1</b> Actively engages in play as a means of exploration and learning</p> <p><b>Domain 3: Social and Emotional Learning PK.SEL.6.</b> Understands and follows routines and rules</p> <p><b>Domain 4A: Communication, Language and Literacy PK.ELAL.5. [PKR.1.]</b> Participates in discussions about a text (e.g., during whole or small group interactive read- aloud discussions, during peer sharing, within play scenarios)</p> <p><b>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.3. [NY-PK.CC.3.]</b> Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p><b>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.1.</b> Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community</p> |                       |  |  |  |
|  |                       |  |  |  |
| <p><b>MLL Support:</b></p> <p>Play songs and narrations about safety in the home languages.</p> <p>Create a thorough selection of visual aids about staying safe labeled in multiple languages.</p> <p>Encourage families to read translations of classroom books on safety at home.</p> <p><b>Multilingual Library:</b> The Bull’s Football Team; Coats; Los Abrigos</p> <p>- Spanish video about safety at home and outdoors: <a href="https://www.youtube.com/watch?v=CnCwt7G2RVw">https://www.youtube.com/watch?v=CnCwt7G2RVw</a></p> <p>- Portuguese video about traffic safety: <a href="https://www.youtube.com/watch?v=1ntk268YKks">https://www.youtube.com/watch?v=1ntk268YKks</a></p> <p>- Arabic: <a href="https://www.youtube.com/watch?v=6vmo6QFqY3E">https://www.youtube.com/watch?v=6vmo6QFqY3E</a></p>   |                       |  |  |  |
| <p><b>Vocabulary:</b> Wow Words: safety, equipment, cautious, distract, admire</p>   |                       |  |  |  |
| <p>Writing: <b>Interactive Writing:</b> Create a list of ways to stay safe chart of a bike, car, sun, home, water. Children list ways to keep yourself safe, teacher records and reads afterwards. <b>Class Book:</b> I keep myself safe. Children draw something they wear that</p>   |                       |  |  |  |

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keeps them safe on a bike/car/sun/home, etc. Complete the sentence I wear \_\_\_\_\_ to keep me safe. (In Spanish: Me visto en \_\_\_\_\_ para mantenerme Seguro.; In Portuguese: Me visto \_\_\_\_\_ para me manter seguro).

**Theme/Seasonal Project Ideas:** apple print patterns- cut an apple in half and use as a stamp. Cook apple pie, review safety rules while cooking. Create letter A alligator.

**Additional Read Aloud Options from Classroom Library:** Dinosaurs, Beware! A Safety Guide by Marc Brown and Stephen Krensky, I Can Be Safe by Pat Thomas

| Subject:                            | Objective:   | Activities   | Remediation:   | Enrichment:   |
|-------------------------------------|--|--|--|---|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Shows an awareness of others feelings</li> <li>Understands and follows rules and routines</li> <li>Recognizes how actions affect others</li> <li>Focuses attention appropriately</li> <li>Cooperates and plays with others</li> <li>Understands and follows rules and routines</li> </ul> | <ul style="list-style-type: none"> <li>Transitions: feelings guessing game</li> <li>Children can invite Ms. A to lunch and explain their daily lunchtime routine to her.</li> <li>Outside: encourage children to smile at someone and invite them to play.</li> <li>Turn &amp; Talk: partners discuss ways they keep themselves safe</li> <li>Comparing quantities Game</li> </ul> | <ul style="list-style-type: none"> <li>Model turn and talk and have children practice sharing safety rules with a friend.</li> </ul> | <ul style="list-style-type: none"> <li>Have volunteers come to the front of the class to model appropriate turn and talk discussions with a partner. Discuss positive interactions with peers.</li> </ul> |

**Second Step**

## Why This Theme Matters

Children who know how to identify emotions tend to have better social skills and be less aggressive and more accepted by peers.

### Objectives

Children will be able to:

1. Name the feelings surprised and scared when presented with physical and situational clues
2. Identify how others feel in response to scenarios

## Lesson Concepts

Focusing attention on what is happening, or the situation, can help you tell how someone is feeling.

## Key Words

- Surprised
- Afraid/Scared

| <b>Subject:</b>           | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>   | <b>Enrichment:</b>  |
|---------------------------|---|--|---|---|
| <b>Alphabet Knowledge</b> | <ul style="list-style-type: none"> <li>• Recognizes and names letter A</li> <li>• Recognizes letter-sound relationships</li> <li>• Attends to sounds</li> <li>• Matches initial sounds</li> </ul> | <ul style="list-style-type: none"> <li>• Meet Ms. A</li> <li>• Learn More About Ms. A</li> <li>• Meet and Greet Ms. A</li> <li>• Have Fun with Ms. A</li> <li>• Letter forms for Aa</li> </ul> | <ul style="list-style-type: none"> <li>• Invite children to move freely to the music in Mr. A's song.</li> <li>• Draw the letter A on the Smart Board. Have children come up and trace the letter A on the board using different colors.</li> <li>• Glue pipe cleaners in the shape of an A on the sheet of paper and have children trace with their finger.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Mr. A's song that begins with the letter A.</li> <li>• Have children go on a scavenger hunt to find objects that begin with the letter A. Have them use sticky notes to mark the objects they find.</li> </ul> |

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|                                   |   |  |   |  |
|-----------------------------------|---|--|---|--|
| <p><b>Comprehension</b></p>       | <ul style="list-style-type: none"> <li>Asks and answers questions</li> <li>Uses picture cues</li> <li>Describes the role of author</li> <li>Recalls details</li> <li>Makes inferences and draws conclusions</li> </ul>  | <ul style="list-style-type: none"> <li>Read “I Keep Myself Safe” What is the girl wearing? How is she keeping herself safe? Children give examples of safety rules.</li> <li>Reread “I Keep Myself Safe” Children describe what an author does.</li> <li>Vocabulary card 37. Compare the equipment with the “I Keep Myself Safe”</li> <li>Read Mr. A’s Letter. What makes you sneeze?</li> <li>“The Apple Pie Man” What happens when the apple pie man comes out of the oven?</li> </ul> | <ul style="list-style-type: none"> <li>During the reading of “I Keep Myself Safe,” display the vocabulary card to link the word to a text. Have additional pictures of people keeping themselves safe.</li> </ul> | <ul style="list-style-type: none"> <li>Have children model vocabulary words about being safe to show understanding of the vocabulary word linked to the text.</li> </ul>         |
| <p><b>Responding to Texts</b></p> | <ul style="list-style-type: none"> <li>Engages in reading activities</li> <li>Makes connections</li> <li>Makes predictions</li> <li>Identifies the parts of a book</li> </ul>   | <ul style="list-style-type: none"> <li>“I Keep Myself Safe” Why is it important to wear a helmet? What will happen if you don’t wear sunscreen?</li> <li>“The Apple Pie Man” What do you think Ms. A will make with some of her apples?</li> <li>Read “I am Safe” Discuss the cover &amp; parts of a book.</li> </ul>  | <ul style="list-style-type: none"> <li>After reading the “Apple Pie Man,” show children photos of things Mr. A used to bake. Have children help sequence the order.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Encourage children to name other words that rhyme with make and cake and with pan and man.</li> </ul>                                     |
| <p><b>Subject:</b></p>            | <p><b>Objective:</b></p>  | <p><b>Activities</b></p>   | <p><b>Remediation:</b></p>  | <p><b>Enrichment:</b></p>  |
| <p><b>Writing</b></p>             | <ul style="list-style-type: none"> <li>Participates in shared writing</li> <li>Writes letters</li> <li>Completes a sentence</li> <li>Creates books</li> <li>Dictates sentences and stories</li> <li>Writes name</li> <li>Writes to inform</li> <li>Presents to peers</li> </ul> | <ul style="list-style-type: none"> <li>Create “How can we keep ourselves safe” chart.</li> <li>Trace the letter Aa with finger</li> <li>Begin class book, “Staying Safe.” I wear ____ to keep me safe. Illustrate. Writes name.</li> <li>Present their page in “Staying Safe.”</li> <li>Display, “Staying Safe” Chart; <i>What are new ways to stay safe? What are ways you can keep yourself safe in each area?</i></li> </ul>  | <ul style="list-style-type: none"> <li>While making the chart of safety rules, model writing and reading from left to right.</li> </ul>   | <ul style="list-style-type: none"> <li>While making the chart of safety rules, have children practice writing a rule on a post it note and add it to the chart paper.</li> </ul> |

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|                                      |   |   |   |   |
|--------------------------------------|---|---|---|---|
| <p><b>Mathematics</b></p>            | <ul style="list-style-type: none"> <li>• Recites numbers in order</li> <li>• Looks for and makes use of structure</li> <li>• Understands ordinal numbers</li> <li>• Counts to determine quantities.</li> <li>• Compares quantities</li> <li>• Makes sense of problems and perseveres when solving them</li> </ul> | <ul style="list-style-type: none"> <li>• Play “Letter People Line up.” Touch count the letter people; identify first/last;</li> <li>• Identify who is first, second, third, fourth fifth?</li> <li>• Play “Train Game;” identify who is first, second, etc.</li> <li>• Play the “Line Up” game; <i>How do the quantities in the two lines compare?</i> Students explain their thinking.</li> </ul>  | <ul style="list-style-type: none"> <li>• Write the numerals 1-5 on sticky notes. Place a note next to each spot in the line. This will serve as a visual cues for order.</li> <li>• Add visual cues to the chairs using sticky notes and have children match the teacher cards with the numerals on the cards.</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge children to line up the Letter People with specific instructions for the order.</li> <li>• Challenge children to see how high they can count using ordinal numbers.</li> <li>• Have children lead the “Train Game,” by telling children where to sit.</li> </ul> |
| <p><b>Science/Social Studies</b></p> | <ul style="list-style-type: none"> <li>• Demonstrates safety habits</li> <li>• Knows home address and telephone number</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>What are ways you keep yourself safe?</i></li> <li>• Display Attachables: <i>How would you decide which safety items are needed?</i></li> <li>• Give students an index card with their home address and telephone number</li> <li>• Display Theme 2 Anchor Chart; identify who is being safe and why.</li> <li>• Sort safety equipment</li> <li>• Display p. 33 in Letter People Flip chart.</li> </ul> | <ul style="list-style-type: none"> <li>• During “I Keep Myself Safe,” guide children to point to where they would wear the safety gear on their body.</li> <li>• Demonstrate or act out various safety rules in the classroom.</li> </ul>   | <ul style="list-style-type: none"> <li>• Invite children to think of other ways to keep themselves safe, outside of school rules.</li> <li>• Play the “Play it Safe,” game and have</li> </ul>  |

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**ACADEMIC LEARNING CENTERS**

|   |   |  |   |   |
|---|---|--|---|---|
| <p><b>Letter People Place</b><br/><b>Mr. A's Letter Play</b><br/>Children create their own Ms. A stick puppet and then form the letters Aa using play dough. Trace A and a on the letter forms; glue pipe cleaners to the page to form the letters Aa.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, play dough, glue, pipe cleaners</li> <li>• Plastic Aa letters</li> <li>• Mr. A. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/><b>Here I Go!</b><br/>Provide pre-made books. Children draw pictures of themselves or someone in their family riding safely in a car, on a bike, on a tricycle, or on some other riding toy. Label or write a sentence.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Pre-made books</li> <li>• Pencils</li> <li>• Crayons or markers</li> </ul>   | <p><b>Math</b><br/><b>Let's Line Up!</b><br/>Children practice ordinality by lining up the objects and then pointing to each one, telling if it is 1st, 2nd, 3<sup>rd</sup> and so on using small objects.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Sets of small objects (toy people, animals, teddy bear counters)</li> </ul>   | <p><b>Theme Library &amp; Reading and Listening</b><br/><b>Reading Nook</b><br/>Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>I Keep Myself Safe</i></li> <li>• Letter A's song</li> <li>• Letter people big book</li> <li>• <i>The Apple Pie Man</i></li> <li>• Class book: Staying safe</li> <li>• Student reader: I am safe</li> <li>• Action Rhyme: "Five Little Senses"</li> <li>• Theme related books</li> <li>• Drawing and related materials</li> </ul> | <p><b>Small Group</b><br/>In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/><i>ELA-pg. 13, 14, 15</i><br/><i>Math- pg.16</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>Based on the results of the circle data, you can group students, and create lessons using the <a href="https://cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/><b>At the Beach</b><br/>Provide children with props for a trip to the beach. Include items that represent sun and water safety. Children act out a day at the beach with their friends and family.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Costume props, such as sunglasses, hats, beach cover ups, oy props, such as beach towels, empty sunscreen bottles, etc.</li> </ul>   | <p><b>Art Studio</b><br/><b>Stop and Go</b><br/>Children make traffic lights. Give children 3 construction paper circles. Have them sponge paint one red, yellow and green. Glue onto black paper. Write Stop and Go on appropriate circles.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• White construction paper circles</li> <li>• black construction paper</li> <li>• Sponges for painting (red, yellow, green paint)</li> <li>• Glue</li> </ul> | <p><b>Technology</b><br/><b>ePlay and Learn</b><br/>Children follow along in Mr. A's eBook. As they read, they listen to words beginning with /a/ sound. Children play Mr. A's games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>The Apple Pie Man</i></li> <li>• <i>Interactive Online Module: I Keep Myself Safe</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/><b>Boating Time</b><br/>Provide various toy boats that they can play with at the water table. Encourage children to talk with a friend about the safety rules when they go boating or are out in the sun.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Tub of water</li> </ul> <p>various toy boats</p>  | <p><b>Construction Zone</b><br/><b>The Safe Zone</b><br/>Children build a playground with blocks. While building, have them talk with friends about some of the safety rules they should have on their playground. Children can give a tour of their playground and how to play it on it safely</p> <p><b>What you need:</b><br/>Building blocks</p>  |

## Theme 3: Our Community

### Shared Writing

| Community Helpers |  |
|-------------------|--|
| Community Helper  | What do they do?                                   |
| Teacher           | Help kids learn and listen                         |
| Firefighter       | Help people get to a safe place and put out fires. |
| Police Officer    | Catch bad guys and they keep us safe.              |
| Bus Driver        | Drive the bus.                                     |
| Cook              | To make food like Pizza                            |
| Barber            | Cut your hair                                      |
| Doctor            | To help you feel better.                           |

I am Thankful For...

I am thankful for my book.  
Khalil

I am thankful for the turkey.  
Isaac

I am thankful for Ms. Murray.  
Daniel

I am Thankful for my seatbelt.  
Ryden

I am thankful for my spiderman shirt.  
Jayce

I am thankful for my car.  
Sofia

I am thankful for my sister.  
Camila

### Project Based Learning

**Building a Community:** STEM Activity: Students will each design a building structure, name it, and place it on a big piece of cardboard to resemble a community.  
Materials: Toothpicks, Styrofoam, dried sponges, packing peanuts, etc.



**Magic Milk:** Watch as colors dance across the milk!  
Materials: Dish, dish soap, whole milk, food coloring and Q-tip



**Salt Dough Creations:** Students create people/places in the community using the homemade salt dough they create. It does not require baking.  
Materials: 2 cups all-purpose flour, 1 tsp vegetable oil, 1 cup salt, 1 cup cold water.



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|   |                               |  |
|---|-------------------------------|--|
| <b>Week 1:</b> 12/5/2022  | <b>Theme 3:</b> Our Community | <b>Focus Question:</b> What are the places in our community? |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1: Approaches to Learning PK.AL.3.</b> Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</p> <p><b>Domain 3: Social and Emotional Learning PK.SEL.4.</b> Develops positive relationships with their peer</p> <p><b>Domain 4A: Communication, Language and Literacy PK.AC.5.</b> Demonstrates a growing expressive vocabulary</p> <p><b>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.10. [NY-PK.MD.1.]</b> Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)</p> <p><b>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.5</b> Demonstrates knowledge of the relationship between people, places, and regions</p> |                               |  |
|   |                               |  |
| <p><b>MLL Support:</b></p> <p>Teamwork: put MLLs in homogeneous teams to support each other’s native language development by drawing pictures and talking about their favorite places in the community.</p> <p>Send home a poster with different places in the community for parents to label the image in native language.</p> <p><b>Multilingual Library:</b> At the Airport; Una visita a la ciudad;</p> <p>Spanish: <a href="https://www.youtube.com/watch?v=rwtWivrqSDw">https://www.youtube.com/watch?v=rwtWivrqSDw</a></p> <p>Portuguese: <a href="https://www.youtube.com/watch?v=Z5KmCAvbmNE">https://www.youtube.com/watch?v=Z5KmCAvbmNE</a></p> <p>Arabic: <a href="https://www.youtube.com/watch?v=WzsWibtymco">https://www.youtube.com/watch?v=WzsWibtymco</a></p>   |                               |  |
| <p><b>Vocabulary:</b> Wow Words: community, bustling, neighbor, interact, dash</p>  |                               |  |

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Writing: **Interactive Writing:** Use the sentence starter, In our community we have \_\_\_\_\_. Children e the places in the community, teacher records children’s responses and reads afterwards. **Class Book:** All through my town. Children draw a place in the community. Complete the sentence I like to go to \_\_\_\_\_.

**Theme/Seasonal Project Ideas:** create Mr. B using real buttons to glue on his shirt. Create a large map of the different places in the community. “Draw and write”: same and different. Take photos of letter people in various locations around the community.

**Additional Read Aloud Options from Classroom Library:** As the Crow Flies: A First Book of Maps by Gail Hartman, Bear About Town by Stella Blackstone, Houses and Homes by Ann Morris.

| Subject:                                   | Objective:   | Activities   | Remediation:  | Enrichment:  |
|--|--|--|---|--|
| <p><b>Social Emotional Development</b></p> | <ul style="list-style-type: none"> <li>• Demonstrates independence</li> <li>• Understands and follows rules and routines</li> <li>• Recognizing how actions affect others</li> <li>• Shows empathy and kindness</li> </ul> | <ul style="list-style-type: none"> <li>• Follow the button game to lead the line.</li> <li>• During mealtime, compliment children who use indoor voices, and follow the rules.</li> <li>• Grow with the Letter People. Talk about kindness using the letter people flipchart P. 37.</li> </ul> | <ul style="list-style-type: none"> <li>• While reading, “All Through My Town,” encourage the children to discuss how the characters interact with each other and the positive interactions they have.</li> <li>• Discuss how Ms. K showed kindness to Mr. B.</li> </ul> | <ul style="list-style-type: none"> <li>• While reading, “All Through My Town,” Have children model positive interactions from the story and act out positive interactions with their peers.</li> <li>• Encourage children to create a story where Mr. B did something nice for Ms. K.</li> </ul> |

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|----------------------------------|--|--|--|--|
| <p><b>Second Step</b></p>        | <p><b>Why This Theme Matters</b><br/>         This lesson helps children improve their ability to identify anger in themselves and others. This skill provides a foundation for Unit 3: Emotion Management. Being able to read the feelings of others and identify their own feelings accurately is especially important for children who interact in an aggressive manner.</p> <p><b>Objectives</b><br/>         Children will be able to: 1. Identify the feeling <i>mad/angry</i> when presented with physical clues 2. Tell others about a time when they felt angry</p> <p><b>Lesson Concepts</b></p> <ul style="list-style-type: none"> <li>• Everyone feels angry sometimes.</li> <li>• It is not okay to be mean or hurt others when you feel angry.</li> </ul> <p><b>Key Words</b><br/>         Mad/Angry/Anger</p> |  |  |  |
| <p><b>Subject:</b></p>           | <p><b>Objective:</b></p>   | <p><b>Activities</b></p>   | <p><b>Remediation:</b></p>   | <p><b>Enrichment:</b></p>  |
| <p><b>Alphabet Knowledge</b></p> | <ul style="list-style-type: none"> <li>• Recognizes and names letter B</li> <li>• Matches initial sounds</li> <li>• Isolates and pronounces initial sounds</li> <li>• Recognizes letter-sound relationships</li> </ul>   | <ul style="list-style-type: none"> <li>• Meet Mr. B</li> <li>• Learn More About Mr. B</li> <li>• Letter Forms for Bb</li> <li>• Read About Mr. B</li> <li>• Have Fun with Mr. B</li> </ul> | <ul style="list-style-type: none"> <li>• To introduce the letter B, encourage children to find as many buttons as they can on their own clothing.</li> <li>• Provide items or pictures of items that begin with the letter B.</li> <li>• Have children use finger paint and a large pieces of paper to paint capital and lower case letter B.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Mr. B's song that begin with the letter b.</li> <li>• Have children go on a scavenger hunt to find objects that begin with the letter B. Have them use sticky notes to mark the objects they find.</li> </ul> |

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|                            |  |   |   |  |
|----------------------------|--|---|---|--|
| <b>Comprehension</b>       | <ul style="list-style-type: none"> <li>Asks and answers questions</li> <li>Uses picture cues</li> <li>Retells stories</li> </ul>   | <ul style="list-style-type: none"> <li>Read “All Through My Town” What kind of store is this? Use the pictures to help figure out unfamiliar words.</li> <li>Reread “All Through My Town”. What did we discover at the end of the story that surprised you?</li> <li>Read Mr. B’s Letter. What does Mr. B buy at the Buttonhole Store?</li> <li>“Mr. B’s Buttons” What are Mr. B’s favorite buttons?</li> <li>Read “I Made a Face”. What happened in this story?</li> </ul> | <ul style="list-style-type: none"> <li>During the reading of, “All Through My Town,” have children describe what is happening in the pictures. Help children relate the illustrations to the words in the story.</li> </ul>   | <ul style="list-style-type: none"> <li>During the reading of Mr. B’s buttons, have children discuss what it means to share and why as Mr. B says, “It is a lot of fun to do!”</li> </ul>   |
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>Makes connections</li> <li>Makes predictions</li> </ul>   | <ul style="list-style-type: none"> <li>“All Through My Town” What are some places in the book that we have in our community?</li> <li>“Mr. B’s Buttons”. What kind of buttons do you think Mr. B buys at the Buttonhole Store?</li> <li>Reread “All Through My Town”. If you were a character in the story how might you interact with the other characters here?</li> </ul>  | <ul style="list-style-type: none"> <li>During the reading of, “All Through My Town,” ask children questions that they can answer by pointing to pictures in the book.</li> <li>Ask children to role play different things they see happening on the anchor chart.</li> </ul>      | <ul style="list-style-type: none"> <li>During the reading of, “All Through My Town,” challenge children to find one of their favorite places of events in the story and illustrate it.</li> </ul>  |
| <b>Subject:</b>            | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>   | <b>Enrichment:</b>   |
| <b>Writing</b>             | <ul style="list-style-type: none"> <li>Writes a list</li> <li>Writes letters</li> <li>Completes a sentence</li> <li>Creates books</li> <li>Dictates sentences and stories</li> <li>Writes name</li> <li>Writes to express an opinion</li> <li>Presents to peers</li> <li>Participates in shared writing</li> <li>Writes to inform</li> </ul> | <ul style="list-style-type: none"> <li><i>What are the places in our community?</i></li> <li>Trace the letter Bb.</li> <li>Begin class book, “Places We Go.”</li> <li>I like to go _____.</li> <li>Illustrate.</li> <li>Write name.</li> <li>Students read their page from class book, “Places We Go.”</li> <li>In our community, we have ____.</li> </ul>  | <ul style="list-style-type: none"> <li>During the reading of, “All Through My Town,” challenge children to find one of their favorite places of events in the story and illustrate it. If possible, have children dictate a sentence to describe their illustration. .</li> </ul> | <ul style="list-style-type: none"> <li>During the reading of, “All Through My Town,” challenge children to find one of their favorite places of events in the story and illustrate it. Have them write or dictate a sentence about what is happening is happening in their picture?</li> </ul> |

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|                                      |   |  |  |   |
|--------------------------------------|---|--|--|---|
| <p><b>Mathematics</b></p>            | <ul style="list-style-type: none"> <li>• Compares using measurable attributes</li> <li>• Describes shapes</li> <li>• Identifies shapes</li> <li>• Copies and extends patters</li> <li>• Creates patterns</li> <li>• Recognizes/describes patterns</li> <li>• Reasons abstractly and quantitatively</li> <li>• Recites numbers in order</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss how objects are alike/different; how are these two balls alike/different?</li> <li>• Read, "Let's Compare;" <i>What words would you use to describe the giraffe? Dog?</i></li> <li>• Point to <b>circle, square, triangle, octagon, and rectangle</b>; use words from "Mr. B's Buttons" to describe each one.</li> <li>• Compare full and empty containers; How are they the same/different?</li> <li>• <i>What shape is Mr. B's favorite? Which shape is your favorite?</i></li> <li>• <i>Make patterns with jars that are full and empty</i></li> <li>• <i>Compare containers of various quantities.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Provide two balls and have children point to the ball that is bigger or smaller and heavier or lighter.</li> <li>• Have children act out carrying a full shopping bag and an empty shopping bag to compare.</li> <li>• Provide tools that allow children to fill different size containers.</li> <li>• Provide multiple examples of full and empty containers.</li> </ul> | <ul style="list-style-type: none"> <li>• Assign children attribute pairs such as big/small and have them draw pictures to show the differences.</li> <li>• Challenge children to go on a scavenger hunt around the classroom to find things that are fill and empty and have them label them with sticky notes.</li> <li>• Have children create more complex patterns such as full/empty/empty /full/empty/empty</li> </ul> |
| <p><b>Science/Social Studies</b></p> | <ul style="list-style-type: none"> <li>• Identifies places in a community</li> <li>• Observes characteristics of people</li> <li>• Understands reasons for rules and laws</li> </ul>  | <ul style="list-style-type: none"> <li>• Read, "All Through my Town;" Identify places in the book that are also in our community.</li> <li>• Theme 3 Anchor Chart; Identify places you see in the community.</li> <li>• Display p. 37 of Letter People Flip Chart; <i>Describe what you see in the picture.</i></li> </ul>   | <ul style="list-style-type: none"> <li>• As "All Through My Town" is read, stop and ask what do you notice is happening here? Project images from the story on the Smart Board to review details in the text.</li> </ul>   | <ul style="list-style-type: none"> <li>• After the reading of, "All Through My Town" have children choose a place in their community to describe. Make a list of details about what the place looks like.</li> </ul>  |
|                                      |   |  |  |   |

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**ACADEMIC LEARNING CENTERS**

|   |   |   |  |   |
|---|---|---|--|---|
| <p><b>Letter People Place</b><br/><b>Mr. B's Letter Play</b><br/>Children create puppets and use play dough to form Bb's.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, play dough, buttons, glue</li> <li>• Plastic Bb letters</li> <li>• Mr. B. (when not in small group)</li> </ul>   | <p><b>Emergent Writing</b><br/><b>My Community Book</b><br/>Provide children with pre-made books and write about the places in their community. Write/scribble about the places they are familiar with.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Pre-made books</li> <li>• Pencils</li> <li>• crayons</li> </ul>        | <p><b>Math</b><br/><b>Full or Empty?</b><br/>Children explore filling and emptying the containers. Encourage counting.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• 6 or more containers</li> <li>• Small containers, connecting cubes, beans, erasers, buttons</li> <li>• small cups or scoops</li> </ul>  | <p><b>Theme Library &amp; Reading and Listening</b><br/><b>Reading Nook</b><br/>Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>All Through My Town</i></li> <li>• Letter people big book <i>Mr. B's Buttons</i></li> <li>• Class book: <i>Places We Go</i></li> <li>• Student reader: <i>I Made a Face</i></li> <li>• Action Rhyme: "My Town"</li> <li>• Theme related books</li> <li>• Drawing and related materials</li> </ul> | <p><b>Small Group</b><br/>In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/><i>ELA-pg. 1, 2, 3</i><br/><i>Math- pg. 4</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/><b>Community Places</b><br/>Create different places in the community (post office, grocery store, and library). Children take turns being workers and customers.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Props for community places (letters, stamps, boxes for post office; food boxes, grocery bags, cash register for grocery store; books, newspapers, magazines for library)</li> </ul> | <p><b>Art Studio</b><br/><b>My Favorite Place</b><br/>Cut door and windows out of appliance box. Draw shutters, flowers, and other details.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Large appliance box</li> <li>• Utility knife (teacher)</li> <li>• large paint brushes</li> <li>• washable tempera paint</li> </ul> | <p><b>Technology</b><br/><b>ePlay and Learn</b><br/>Children follow along in Mr. B's eBook. As they read, they listen to words beginning with b sound. Children play Mr. B games.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Mr. B's Buttons</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/><b>Dig for B</b><br/>Bury variety of objects in the sand, some with names that start with the /b/ sound and some that begin with /m/ and /a/ sounds.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Sand in a table, digging and sifting tools</li> <li>• Objects with names that begin with the /b/ sound and /m/ and /a/.</li> </ul>   | <p><b>Construction Zone</b><br/><b>The Buttonhole Store</b><br/>Children create buttonhole store for Mr. B. They look at book for ideas<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building block</li> <li>• <i>Mr. B's Buttons</i></li> </ul>  |

|  |                        |   |  |  |
|--|------------------------|---|--|--|
| Week 2:12/12/2022  | Theme 3: Our Community | <b>Focus Question:</b> Who are the people in our community? |  |  |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1: Approaches to Learning PK.AL.4.</b> Exhibits curiosity, interest, and willingness to learn new things and have new experience</p> <p><b>Domain 3: Social and Emotional Learning PK.SEL.5.</b> Demonstrates pro-social problem-solving skills in social interactions</p> <p><b>Domain 4A: Communication, Language and Literacy PK.ELAL.4. [PKRF.4.]</b> Displays emergent reading behaviors with purpose and understanding</p> <p><b>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.10. [NY-PK.MD.1.]</b> Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)</p> <p><b>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.5</b> Demonstrates knowledge of the relationship between people, places, and regions</p> |                        |   |  |  |
|  |                        |   |  |  |
| <p><b>MLL Support:</b><br/>                 Invite students to dress up as different community members and act out their roles. (policeman, fireman, nurse, doctor, librarian)<br/>                 Create a rich selection of visual aids about community members labeled in multiple languages.</p> <p><b>Multilingual Library:</b> My Aunt is a Firefighter: Roles in My Community; I've Been Working on the Railroad; Dress- up Day</p> <p>Spanish: Professions <a href="https://www.youtube.com/watch?v=Um-MBPCtxMo">https://www.youtube.com/watch?v=Um-MBPCtxMo</a></p> <p>Portuguese: Professions <a href="https://www.youtube.com/watch?v=C2tOtw44BkQ">https://www.youtube.com/watch?v=C2tOtw44BkQ</a></p> <p>Arabic Professions : <a href="https://www.youtube.com/watch?v=00y7o8wycwA">https://www.youtube.com/watch?v=00y7o8wycwA</a></p>   |                        |   |  |  |
| <p><b>Vocabulary:</b> Wow Words: rescue, rely, severe, contribute, champion</p>  |                        |   |  |  |
| <p>Writing: <b>Interactive Writing:</b> Create a T-chart using the headings, When I grow up &amp; how I will contribute to the community. Children will list both and teacher will record in appropriate section of the T-chart and read afterwards. <b>Class Book:</b> My community. Draw a community helper. Complete the sentence The _____ helps me.</p>   |                        |   |  |  |

**Theme/Seasonal Project Ideas:** create a kindness award for a friend, letter K kites. Use reproducible body shape, children can create a community helper figure.

**Additional Read Aloud Options from Classroom Library:** *Workers* by Dona Herweck Rice, *Police Officers on Patrol* by Kersten Hamilton, *Delivering Your Mail* by Ann Owen.

| <b>Subject:</b>                     | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>   |
|-------------------------------------|---|--|--|--|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Identifies personal feelings</li> <li>Respects personal boundaries</li> </ul>  | <ul style="list-style-type: none"> <li>Action rhyme “My Town” Children can repeat the rhyme fast, slow, with expressions and movements, etc.</li> <li>Stand Up If... Game.</li> <li>Read “My Community”. Create a When I grow up Chart.</li> </ul> | <ul style="list-style-type: none"> <li>Using Ms. K as an example, discuss ways she asks things in a kind way. Have children model asking for something in a kind way.</li> </ul> | <ul style="list-style-type: none"> <li>Have children create a list of kind things they could do in the classroom.</li> </ul> |
| <b>Second Step</b>                  | <p><b>Why This Theme Matters</b><br/>                     In early childhood, children begin to recognize that people can feel and think different things about the same situation. This skill is an important part of social perspective taking. Without this understanding, children would not consider the existence of any perspective other than their own.</p> <p><b>Objectives</b><br/>                     Children will be able to: 1. Compare what is the same and what is different about two objects 2. Identify whether they feel the same as or different from others in response to scenarios</p> <p><b>Lesson Concepts</b></p> <ul style="list-style-type: none"> <li>People can have different feelings about the same thing.</li> <li>It is okay for people to have different feelings about the same thing.</li> </ul> <p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>Same</li> <li>Different</li> </ul> |  |  |  |

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| <b>Subject:</b>            | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>   | <b>Enrichment:</b>   |
|----------------------------|--|---|---|--|
| <b>Alphabet Knowledge</b>  | <ul style="list-style-type: none"> <li>• Recognizes and names letter K.</li> <li>• Isolates and pronounces initial sounds</li> <li>• Matches initial sounds</li> <li>• Recognizes letter sound relationships</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Meet Ms. K</li> <li>• Learn More About Ms. K</li> <li>• Letters Forms for Kk</li> <li>• Read About Ms. K</li> <li>• Meet and Greet Ms. K</li> <li>• Have Fun with Ms. K</li> </ul>   | <ul style="list-style-type: none"> <li>• Lead children in tracing a huge letter K.</li> <li>• Give children play dough and have them construct letter Ks.</li> <li>• Have children draw the letter K in the air and practice their kaboom kicks as they move to the music in Ms. K's song.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the K words they hear in the letter K song.</li> <li>• Have children go on a scavenger hunt to find objects that begin with the letter K. Have them use sticky notes to mark the objects they find.</li> </ul> |
| <b>Comprehension</b>       | <ul style="list-style-type: none"> <li>• Asks and answers questions</li> <li>• Recalls details</li> <li>• Exhibits curiosity in learning new words</li> </ul>  | <ul style="list-style-type: none"> <li>• Read "My Community" Review the list of places in the community, asking children if anyone in their family works at each place.</li> <li>• Reread "My Community". Who were some of the community helpers we learned about?</li> <li>• Read Ms. K's Letter. What do you think Ms. K teaches at her Kicking Camp?</li> <li>• "Ms. K's Kitchen". What does a key ring look like? What is it for?</li> </ul>          | <ul style="list-style-type: none"> <li>• To show comprehension, have children match community helpers with the tools they use.</li> </ul>   | <ul style="list-style-type: none"> <li>• Have children play a "Guess My Helper" game and have a partner give a clue about a community helper and the other partner has to guess the correct answer.</li> </ul>   |
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Engages in reading activities</li> <li>• Make connections</li> <li>• Understands that words are separated by spaces</li> <li>• Distinguishes between real and make believe.</li> </ul> | <ul style="list-style-type: none"> <li>• Read "My Community" Discuss the different jobs that might exist in the community.</li> <li>• "What Am I?" read along with a finger, pointing out the space between words.</li> <li>• "Ms. K's Kitchen". What do you see that begins with the /k/ sound?</li> <li>• "What Am I?" This is a special book because it is about a real community helper. What kind of community helper do you think it is?</li> </ul> | <ul style="list-style-type: none"> <li>• Write the sentence, I want to be a _____ and read it aloud. Have children state what they want to be and why. If children cannot verbalize, have children point to a job in the book and assist them in creating the sentence.</li> </ul>                    | <ul style="list-style-type: none"> <li>• Have partners describe o each other in detail the contributions of a community helper in the book. Have children share their partner's description with the class.</li> </ul>   |

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| Subject:                      | Objective:   | Activities   | Remediation:  | Enrichment:   |
|-------------------------------|--|--|---|---|
| <b>Writing</b>                | <ul style="list-style-type: none"> <li>• Writes a list</li> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Dictates sentences and stories</li> <li>• Writes name</li> <li>• Writes to inform</li> <li>• Presents to peers</li> <li>• Participates in shared writing</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Who are the people in your community?</i></li> <li>• Trace the letter Kk with finger.</li> <li>• Class book, "Community Helpers."</li> <li>• Children read their page from class book, "Community Helpers."</li> <li>• When I grow up, I want to be a/an ____.</li> <li>• Create a chart, "How Will I Contribute."</li> </ul>  | <ul style="list-style-type: none"> <li>• While creating the list of "What do you want to be when you grow up?" modify the chart by listing the children's names in the first column and what they want to be in the second column.</li> </ul>   | <ul style="list-style-type: none"> <li>• While chanting the song, "My Town," have children think of a new verse for the action rhyme and then share it with a friend.</li> <li>• While creating the list of "What do you want to be when you grow up?" chart, have children practice writing their job on their own.</li> </ul>                       |
| <b>Mathematics</b>            | <ul style="list-style-type: none"> <li>• Compares using measurable attributes</li> <li>• Orders using measurable attributes</li> <li>• Sorts and describes objects</li> <li>• Classifies groups of objects</li> <li>• Uses appropriate tools strategically</li> </ul>  | <ul style="list-style-type: none"> <li>• Compare objects that are big/small; <i>What can you tell about these objects? How are they the same/different? This block is ____.</i></li> <li>• Model comparing <b>heavy</b> and <b>light</b> using a balance.</li> <li>• Order blocks and other objects by size from smallest to biggest.</li> <li>• Compare 3 objects by weight and make predictions on lightest to heaviest; <i>How can we check that the objects are in the correct order?</i></li> </ul> | <ul style="list-style-type: none"> <li>• Have volunteers find something around the classroom that is <b>big</b> and <b>small</b>.</li> <li>• Have children feel items to determine if they are big or small. Ask questions like show me the biggest/smallest.</li> <li>• For comparing weights, have children hold the items in their hand before placing them on the scale.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children think of synonyms for big and small such as large, huge, little, tiny.</li> <li>• Have children line up three or four blocks from biggest to smallest.</li> <li>• For comparing weights, have children brainstorm animals they know and whether they think they are heavy or light.</li> </ul> |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Identifies community workers.</li> <li>• Understands reasons for rules and laws</li> <li>• Demonstrates safety habits</li> </ul>  | <ul style="list-style-type: none"> <li>• Name community helpers from book, "My Community."</li> <li>• <i>How do people rely on each helper?</i></li> <li>• Identify in Anchor Chart a person doing something <b>brave</b>, an animal being <b>rescued</b>, someone <b>serving</b> food, people who others <b>rely</b> on.</li> <li>• <i>Play, "Stand up if..." you are a <b>doctor, teacher, firefighter, librarian, police officer.</b></i></li> </ul>  | <ul style="list-style-type: none"> <li>• Guide the children to match the community helpers Attachables to the correct places in the book and ask questions modeling language of the community helpers.</li> </ul>   | <ul style="list-style-type: none"> <li>• Have children choose a community helper and list the things that helper needs to do their job.</li> </ul>  |

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| <b>ACADEMIC LEARNING CENTERS</b>   |  |   |  |  |
|--|--|---|--|--|
| <p><b>Letter People Place</b><br/> <b>Ms. K's Letter Play</b><br/>           Children make puppet and form letter Kk with masking tape on construction paper.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, masking tape, construction paper, heart stickers, cutouts</li> <li>• Plastic Kk letters</li> <li>• Ms. K. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/> <b>Who Is Helpful?</b><br/>           Children think about people in school, family, and community who help others. Draw picture of the person and label it with name and what he/she does. Create mural.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• paper</li> <li>• Crayons</li> <li>• pencils</li> </ul> | <p><b>Math</b><br/> <b>Balancing Act</b><br/>           Children freely explore comparing weights of objects using balancing scale.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Balancing scale</li> <li>• variety of objects that fit on the balance scale (eraser, stapler, golf ball, cotton ball, markers ,toy cans, plastic cups</li> </ul>  | <p><b>Theme Library &amp; Reading and Listening</b><br/> <b>Reading Nook</b><br/>           Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>My Community</i></li> <li>• Letter K's song</li> <li>• Letter people big book</li> <li>• <i>Ms K's Kitchen</i></li> <li>• Class book: Community Helpers</li> <li>• Student reader: <i>What Am I?</i></li> <li>• Action Rhyme: "My Town"</li> <li>• Theme related books</li> <li>• Drawing and related materials</li> </ul> | <p><b>Small Group</b><br/>           In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/> <i>ELA-pg. 5, 6, 7.</i><br/> <i>Math- pg. 8</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>           Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/> <b>Being a Community Helper</b><br/>           Provide community helper costumes.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Props and costumes like stethoscope, and scrubs, firefighters hat and coat, police uniforms and badge</li> </ul>  | <p><b>Art Studio</b><br/> <b>Thank You!</b><br/>           Children make thank yous for someone in community.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Construction paper</li> <li>• Drawing and writing supplies</li> <li>• art supplies for making cards (stickers, cut-outs, rubber stamps, ribbon, and glue)</li> </ul>               | <p><b>Technology/ePlay and Learn</b><br/>           Children follow along in Ms. K's eBook. As they read, they listen to words beginning with k sound. Children play Ms. K games.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Ms. K's Kitchen</i></li> <li>• Online module: <i>Let's compare</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/> <b>To the Rescue</b><br/>           Use plastic figurines for people or animals to act out someone in need of rescuing.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Water in a table</li> <li>• plastic toys representing people and animals</li> </ul>   | <p><b>Construction Zone</b><br/> <b>Community Builders</b><br/>           Children work together to build a community.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> <li>• toy vehicles and people</li> </ul>   |

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|  |   |  |   |
|--|---|--|---|
| Week of: January 3- 7  | Unit of Study: Ezra Jack Keats  |  | Day 1: Literacy Circle (pre- reading): The Snowy Day<br><i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson– targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i> |
| <p>Academic Standards:<br/>         PK.AC.2. Demonstrates they are building background knowledge<br/>         PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods</p> <p>Social Emotional Standards:<br/>         PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests</p>  |   |  |   |
| Author Study Overarching Themes: Experiences of Children   |   |  |   |
| <p style="text-align: center;">Objectives:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>- Engage in picture walk</li> <li>- Activate prior knowledge</li> </ul>   | <p style="text-align: center;">Text(s):</p> <p style="text-align: center;">The Snowy Day by Ezra Jack Keats</p> | <p style="text-align: center;">Video Links:</p> <p style="text-align: center;">Snowy Day Video-</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=Owd_FSI6ss">https://www.youtube.com/watch?v=Owd_FSI6ss</a></p> | <p style="text-align: center;">Materials/ Resources Needed:</p> <p style="text-align: center;">Paper/pencil<br/>         Dry erase boards/markers</p>   |
| <p>Lesson Procedure:</p> <ol style="list-style-type: none"> <li>1. Introduce the book, The Snowy Day by Ezra Jack Keats. Discuss how Keats is the author of this book. Connect the book to Black History Month by discussing how this was the FIRST picture book with an African American child portrayed.</li> <li>2. Go on a picture walk and discuss and predict what will happen throughout this book</li> <li>3. Have students act out what activities they like to do when it snows.</li> <li>4. Hand out paper and crayons/dry erase boards and have students illustrate a picture of what the weather look likes in the season of Winter.</li> </ol> |   |  |   |

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Activity Explanation: Picture Walk/Pre-Reading  
Build Knowledge: What do we see in Winter?  
Model: Picture walk and discuss Winter  
Create: Drawing of weather in Winter

Small Group Project/Activity:

- Make snow
- Illustrate Peter using real characteristic (first African American to be portrayed in a picture book) in a Snowy Day scene. (See attached)
- Writing- what would you do in the snow with a friend?

Center Activities:

- Winter sensory table
- Snowy Day Tracing Pages (see attached)
- Watercolor Painting -snowy scene (see attached)

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|  |   |  |  |  |
|--|---|--|--|--|
| Week of: January 3- 7  | Unit of Study: Ezra Jack Keats                      |  | <b>Day 1: Theme Circle: The Snowy Day</b><br><i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson– targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i> |  |
| <b>Academic Standards:</b><br>PK.AC.2. Demonstrates they are building background knowledge<br>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods<br>PK.SCI.8. [P-ESS2-1.] Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.<br><br><b>Social Emotional Standards:</b><br>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests   |   |  |  |  |
| <b>Author Study Overarching Themes: Experiences of Children</b>  |   |  |  |  |
| <b>Objectives:</b><br>Students will be able to... <ul style="list-style-type: none"> <li>- Identify the season of Winter and its characteristics</li> <li>- Create a list of Thing You Can Do in the Snow vs. Things You Can NOT do in the Snow</li> </ul>   | <b>Text(s):</b><br>The Snowy Day by Ezra Jack Keats | <b>Video Links:</b><br>Snowy Day Video-<br><a href="https://www.youtube.com/watch?v=Owd_FSIn6ss">https://www.youtube.com/watch?v=Owd_FSIn6ss</a> | <b>Materials/ Resources Needed:</b><br>The Snowy Day Shared Writing Chart/Display on Smart Board (see attached)  |  |
| <b>Lesson Procedure:</b> <ol style="list-style-type: none"> <li>1. Re-introduce the book, The Snowy Day by Ezra Jack Keats. Discuss how Keats is the author of this book. Connect the book to Black History Month by discussing how this was the FIRST picture book with an African American child portrayed.</li> <li>2. Read the book, The Snowy Day. Discuss the season of Winter and what the boy is doing that is done in Winter.</li> <li>3. Complete the Shared Writing, Thing You Can Do in the Snow vs. Things You Can NOT do in the Snow. Have students draw pictures on post-it notes to sort and illustrate on the shared writing</li> </ol> |   |  |  |  |

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Activity Explanation: Thing You Can Do in the Snow vs. Things You Can NOT do in the Snow  
Build Knowledge: Discuss season of Winter (weather, snow, clothing choices, activities)  
Model: Shared writing  
Create: Shared writing with student illustrations, painting snowy day scene, sensory table

Small Group Project/Activity: (Teacher or Teaching Assistant Led)

- Make snow
- Illustrate Peter using real characteristic (first African American to be portrayed in a picture book) in a Snowy Day scene. (See attached)
- Writing- what would you do in the snow with a friend?

Center Activities:

- Winter sensory table
- Snowy Day Tracing Pages (see attached)
- Watercolor Painting -snowy scene (see attached)

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|   |   |   |   |
|---|---|---|---|
| Week of: January 3- 7   | Unit of Study: Ezra Jack Keats                      | <b>Day 1: Math Circle: The Snowy Day</b><br><i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson- targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i> |   |
| <b>Academic Standards:</b><br>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality  |   |   |   |
| <b>Social Emotional Standards:</b><br>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests   |   |   |   |
| <b>Author Study Overarching Themes:</b> Experiences of Children   |   |   |   |
| <b>Objectives:</b><br>Students will be able to... <ul style="list-style-type: none"> <li>- Demonstrate 1:1 correspondence while counting items in the book.</li> </ul>  | <b>Text(s):</b><br>The Snowy Day by Ezra Jack Keats | <b>Video Links:</b><br>Snowy Day Video-<br><a href="https://www.youtube.com/watch?v=Owd_FSIn6s_s">https://www.youtube.com/watch?v=Owd_FSIn6s_s</a>  | <b>Materials/ Resources Needed:</b><br>The Snowy Day Shared Writing Chart/Display on Smart Board (see attached) |
| <b>Lesson Procedure:</b> <ol style="list-style-type: none"> <li>1. Display the book, The Snowy Day by Ezra Jack Keats and do a final re-reading of the book (or substitute with YouTube video).</li> <li>2. On various pages, pause and count footprints/snowballs throughout the book.</li> <li>3. Provide a bag with numbers 1-5 written on paper and have students choose a number. Have students draw a picture with footprints/snowballs that represent the number selected. Count using one-to-one correspondence</li> <li>4. Share pictures with the class.</li> </ol> |   |   |   |
| <b>Activity Explanation:</b> Counting snowballs/footprints<br><b>Build Knowledge:</b> Relationship between numbers and quantity<br><b>Model:</b> Counting pictures in the picture book<br><b>Create:</b> Illustration using numbers 1-5   |   |   |   |

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|  |   |  |   |
|--|---|--|---|
| <p><b>Small Group Project/Activity: (Teacher or Teaching Assistant Led)</b></p> <ul style="list-style-type: none"> <li>- Make snow</li> <li>- Illustrate Peter using real characteristic (first African American to be portrayed in a picture book) in a Snowy Day scene. (See attached)</li> <li>- Writing- what would you do in the snow with a friend?</li> </ul>   |   | <p><b>Center Activities:</b></p> <ul style="list-style-type: none"> <li>- Winter sensory table</li> <li>- Snowy Day Tracing Pages (see attached)</li> <li>- Watercolor Painting -snowy scene (see attached)</li> </ul>   |   |
| <p>Week of: January 3- 7</p>   | <p>Unit of Study: Ezra Jack Keats</p>   | <p><b>Day 2: Literacy Circle (pre- reading):</b><br/> <b>Whistle For Willie</b><br/> <i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson- targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i></p> |   |
| <p><b>Academic Standards:</b><br/>         PK.ELAL.5. [PKR.1.] Participates in discussions about a text<br/>         PK.ELAL.6. [PKR.2] Retells stories or share information from a text</p> <p><b>Social Emotional Standards:</b><br/>         PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests</p> <p><b>Author Study Overarching Themes: Experiences of Children</b></p> |   |  |   |
| <p style="text-align: center;"><b>Objectives:</b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>- Engage in picture walk</li> <li>- Activate prior knowledge</li> </ul>  | <p style="text-align: center;"><b>Text(s):</b></p> <p style="text-align: center;">Whistle for Willie by Ezra Jack Keats</p> | <p style="text-align: center;"><b>Video Links:</b></p> <p style="text-align: center;">The Power of Yet- Sesame Street:</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=XLeUvZvuvAs">https://www.youtube.com/watch?v=XLeUvZvuvAs</a></p>        | <p style="text-align: center;"><b>Materials/ Resources Needed:</b></p> <p style="text-align: center;">Chart Paper</p> |

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Lesson Procedure:

1. Introduce the book, Whistle for Willie by Ezra Jack Keats.
2. Go on a picture walk and discuss and predict what will happen throughout this book
3. Write a list of what activities you see Peter doing in the book (whistling, turning around and around, act dizzy, hiding, draw line with chalk, walk on crack on sidewalk, jumping off his shadow).
4. Have children act out these activities.

Activity Explanation: Picture Walk/Pre-Reading

Build Knowledge: What activities does Peter do in the book?

Model: Act out activities in book

Create: Re-create scenes from book

Small Group Project/Activity: (Teacher or Teaching Assistant Led)

- Play Turn Around by Hap Palmer (when Peter first discovers he cannot whistle; he passes some time by turning around until he is dizzy).
- Make shadows against a wall by shining a flashlight.
- Write/list words that begin with W (like whistle and Willie both begin with W).
- Create your own community (like Peter explores his community throughout the book).

Center Activities:

- Use a mirror and practice whistling
- Hats Center- Provide different hats (like Peter tried on his dad's hat) and act out different characters
- Chalk writing (like Peter draws a long line with chalk)
- Make Willie the Dog (see attached)

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| Week of: January 3- 7  | Unit of Study: Ezra Jack Keats                           | <b>Day 2: Theme Circle : Whistle For Willie</b><br><i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson– targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i> |   |
| <b>Academic Standards:</b><br>PK.ELAL.5. [PKR.1.] Participates in discussions about a text<br>PK.ELAL.6. [PKR.2] Retells stories or share information from a text<br>PK.MATH.9. [NY-PK.OA.2.] Duplicates and extends simple patterns using concrete objects  |  |  |   |
| <b>Social Emotional Standards:</b><br>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests  |  |  |   |
| <b>Author Study Overarching Themes: Experiences of Children</b>  |  |  |   |
| <b>Objectives:</b><br>Students will be able to... <ul style="list-style-type: none"> <li>- Sequence the story using Reader’s Theater</li> <li>- Identify something they cannot do yet, but will be able to do with practice</li> </ul>   | <b>Text(s):</b><br>Whistle for Willie by Ezra Jack Keats | <b>Video Links:</b><br>The Power of Yet- Sesame Street:<br><a href="https://www.youtube.com/watch?v=XLeUvZvuvAs">https://www.youtube.com/watch?v=XLeUvZvuvAs</a>   | <b>Materials/ Resources Needed:</b><br>Props to act our characters in story |
| <b>Lesson Procedure:</b> <ol style="list-style-type: none"> <li>1. Re-introduce the book, Whistle for Willie by Ezra Jack Keats. Discuss how Keats is the author of this book.</li> <li>2. Provide costumes/props of characters in the play (The whistling boy, Peter, Willie, Mom, Dad)</li> <li>3. Have volunteers act out the sequence of events from the story.</li> <li>4. Discuss how Peter at first was not able to whistle but he was persistent (wow word) and learned how to whistle.</li> <li>5. Ask the question, what is something you are not able to do yet?</li> <li>6. Have children act out practicing what they want to learn.</li> </ol> |  |  |   |
| <b>Activity Explanation: The Power of YET</b><br>Build Knowledge: Sequencing story events<br>Model: Reader’s Theater<br>Create: Scenes from book by acting   |  |  |   |

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Small Group Project/Activity: (Teacher or Teaching Assistant Led)

- Play Turn Around by Hap Palmer (when Peter first discovers he cannot whistle; he passes some time by turning around until he is dizzy).
- Make shadows against a wall by shining a flashlight.
- Write/list words that begin with W (like whistle and Willie both begin with W).
- Create your own community (like Peter explores his community throughout the book).

Center Activities:

- Use a mirror and practice whistling
- Hats Center- Provide different hats (like Peter tried on his dad's hat) and act out different characters
- Chalk writing (like Peter draws a long line with chalk)
- Make Willie the Dog (see attached)

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| Week of: January 3- 7  | Unit of Study: Ezra Jack Keats                           | <b>Day 2: Math Circle: Whistle For Willie</b><br><i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson- targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i> |  |
| <b>Academic Standards:</b><br>PK.MATH.9. [NY-PK.OA.2.] Duplicates and extends simple patterns using concrete objects   |  |  |  |
| <b>Social Emotional Standards:</b><br>PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests  |  |  |  |
| <b>Author Study Overarching Themes: Experiences of Children</b>  |  |  |  |
| <b>Objectives:</b><br>Students will be able to...<br>- Identify and create movement patterns   | <b>Text(s):</b><br>Whistle for Willie by Ezra Jack Keats | <b>Video Links:</b><br>Whistle for Willie Read Aloud<br><a href="https://www.youtube.com/watch?v=umbWnSOioiQ">https://www.youtube.com/watch?v=umbWnSOioiQ</a>  | <b>Materials/ Resources Needed:</b><br>n/a |
| <b>Lesson Procedure:</b> <ol style="list-style-type: none"> <li>1. Display the book, Whistle for Willie by Ezra Jack Keats and do a final re-reading of the book (or substitute with YouTube video).</li> <li>2. Reference the list we made during pre-reading of movements Peter did throughout the book. (whistling, turning around and around, act dizzy, hiding, draw line with chalk, walk on crack on sidewalk, jumping off his shadow).</li> <li>3. Ask for volunteers to create AB, ABC, AABB patterns using movements Peter did throughout the book.</li> </ol> |  |  |  |
| <b>Activity Explanation: Movement Pattern</b><br><b>Build Knowledge:</b> Identify movement in book (reference list)<br><b>Model:</b> Creating patterns<br><b>Create:</b> Movement Patterns   |  |  |  |
| <b>Small Group Project/Activity: (Teacher or Teaching Assistant Led)</b><br>- Play Turn Around by Hap Palmer (when Peter first discovers he cannot whistle; he passes some time by turning around until he is dizzy).  |  | <b>Center Activities:</b><br>- Use a mirror and practice whistling   |  |

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| <ul style="list-style-type: none"> <li>- Make shadows against a wall by shining a flashlight.</li> <li>- Write/list words that begin with W (like whistle and Willie both begin with W).</li> <li>- Create your own community (like Peter explores his community throughout the book).</li> </ul>  |   | <ul style="list-style-type: none"> <li>- Hats Center- Provide different hats (like Peter tried on his dad's hat) and act out different characters</li> <li>- Chalk writing (like Peter draws a long line with chalk)</li> <li>- Make Willie the Dog (see attached)</li> </ul> |  |
| Week of: January 3- 7  | Unit of Study: Ezra Jack Keats                      | <b>Day 3: Literacy Circle (pre- reading): Peter's Chair</b><br><i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson- targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i>                              |  |
| <b>Academic Standards:</b><br>PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities   |   |   |  |
| <b>Social Emotional Standards:</b><br>PK.SEL.7. Adapts to change   |   |   |  |
| <b>Author Study Overarching Themes: Experiences of Children</b>  |   |   |  |
| <b>Objectives:</b><br>Students will be able to... <ul style="list-style-type: none"> <li>- Engage in picture walk</li> <li>- Activate prior knowledge</li> </ul>   | <b>Text(s):</b><br>Peter's Chair by Ezra Jack Keats | <b>Video Links:</b><br>Peter's Chair Video<br><a href="https://www.youtube.com/watch?v=S9Oj54sfi5w">https://www.youtube.com/watch?v=S9Oj54sfi5w</a>   | <b>Materials/ Resources Needed:</b><br>Chart Paper |
| <b>Lesson Procedure:</b> <ol style="list-style-type: none"> <li>1. Introduce the book, Peter's Chair by Ezra Jack Keats.</li> <li>2. Discuss the cover of the book. What do you see? Who do you see? What do you think the boy is thinking?</li> <li>3. Go on a picture walk and discuss and predict what will happen throughout this book.</li> <li>4. Ask question such as, what do you think the mom is doing in the pink room? Why is his father painting the highchair pink? Why is there a crib? Can Peter fit in the chair? What is Peter thinking about the chair?</li> <li>5. Make a list of predictions from the class about what they think this book will be about.</li> </ol> |   |   |  |

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| <p>Activity Explanation: Picture Walk/Pre-Reading<br/>         Build Knowledge: Observe pictures<br/>         Model: Answering higher level thinking questions about the pictures in the book<br/>         Create: Predictions</p>   |   |  |   |
| <p>Small Group Project/Activity: (Teacher or Teaching Assistant Led)</p> <ul style="list-style-type: none"> <li>- After reading each page, ask the children to formulate “I wonder” questions, modeling one yourself. For example, I wonder what Peter is feeling about everything getting painted pink? I wonder why Peter takes his chair.</li> <li>- Writing- I am too big for... I am not too big for... (see attached)</li> </ul>                         |   | <p>Center Activities:</p> <ul style="list-style-type: none"> <li>- Sort baby clothing</li> <li>- Design a Dream Room (Provide each student with a sheet of cardboard or oak tag, assorted collage materials and a catalogue. Explain the plan to design a room of their dreams)</li> <li>- Build a tower out of blocks like Peter does on page 1.</li> </ul> |   |
| <p>Week of: January 3- 7</p>   | <p>Unit of Study: Ezra Jack Keats</p>                         | <p>Day 3: Theme Circle : Peter’s Chair<br/> <i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson– targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i></p>  |   |
| <p>Academic Standards:<br/>         PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities<br/>         PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem</p> <p>Social Emotional Standards:<br/>         PK.SEL.7. Adapts to change</p> |   |  |   |
| <p>Author Study Overarching Themes: Experiences of Children</p>  |   |  |   |
| <p>Objectives:<br/>         Students will be able to...</p> <ul style="list-style-type: none"> <li>- Identify how we grow and change</li> <li>- Describe things they can do now, that they were not able to do when they were a baby</li> </ul>  | <p>Text(s):<br/>         Peter’s Chair by Ezra Jack Keats</p> | <p>Video Links:<br/>         Peter’s Chair Video<br/> <a href="https://www.youtube.com/watch?v=S9Oj54sfi5w">https://www.youtube.com/watch?v=S9Oj54sfi5w</a></p>  | <p>Materials/ Resources Needed:<br/>         Baby pictures<br/>         Self-portrait materials</p> |

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Lesson Procedure:

1. Re-introduce the book, Peter's Chair by Ezra Jack Keats. Discuss how Keats is the author of this book.
2. Read the book and ask questions such as, why does Peter not fit in his chair anymore? How do we grow big and strong?
3. Discuss what things the children can do now, that they were not able to do as a baby. Discuss handing down objects to younger siblings/cousins/friends/etc.
4. In advance, ask families to send you baby pictures of their children. Hold up each baby picture and see if students can guess who it is. Invite students to comment on how each child has grown and changed.
5. Compare baby pictures to what each child looks like now and make text connections to the book
6. Illustrate self-portraits doing something they can do now, that they were not able to do as a baby.

Activity Explanation: How are we different from when we were a baby?

Build Knowledge: Growing big and strong

Model: Compare ourselves to baby pictures

Create: Self-portrait

Small Group Project/Activity: (Teacher or Teaching Assistant Led)

- After reading each page, ask the children to formulate "I wonder" questions, modeling one yourself. For example, I wonder what Peter is feeling about everything getting painted pink? I wonder why Peter takes his chair?
- Writing- I am too big for... I am not too big for... (see attached)

Center Activities:

- Sort baby clothing
- Design a Dream Room (Provide each student with a sheet of cardboard or oak tag, assorted collage materials and a catalogue. Explain the plan to design a room of their dreams)
- Build a tower out of blocks like Peter does on page 1.

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| Week of: January 3- 7   | Unit of Study: Ezra Jack Keats                      |   | <b>Day 3: Math Circle: Peter's Chair</b><br><i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson- targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i> |  |
| <b>Academic Standards:</b><br>PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities<br>K.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)<br>PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem<br><br><b>Social Emotional Standards:</b><br>PK.SEL.7. Adapts to change |   |   |   |  |
| <b>Author Study Overarching Themes: Experiences of Children</b>   |   |   |   |  |
| <b>Objectives:</b><br>Students will be able to... <ul style="list-style-type: none"> <li>- Describe objects using weight measurement words, heavy and light</li> <li>- Understand heavy and light</li> </ul>  | <b>Text(s):</b><br>Peter's Chair by Ezra Jack Keats | <b>Video Links:</b><br>Peter's Chair Video<br><a href="https://www.youtube.com/watch?v=S9Oj54sfi5w">https://www.youtube.com/watch?v=S9Oj54sfi5w</a> | <b>Materials/ Resources Needed:</b><br>Materials to build chair (paper, cardboard, paper towel rolls, etc.).  |  |
| <b>Lesson Procedure:</b> <ol style="list-style-type: none"> <li>1. Display the book, Peter's Chair by Ezra Jack Keats and do a final re-reading of the book (or substitute with YouTube video).</li> <li>2. Have students plan and create a chair that will hold a specified weight (stuffed animal) using paper, cardboard, paper towel rolls, etc.</li> <li>3. Use weight measurement words, heavy and light to discuss if the stuffed animal was too heavy for the chair or light enough to not break the chair.</li> </ol>  |   |   |   |  |
| <b>Activity Explanation: Create a chair to hold a specific weight stuffed animal</b><br><b>Build Knowledge: Heavy vs. light</b><br><b>Model: Build a chair</b><br><b>Create: Build a chair to hold a specific weight stuffed animal</b>   |   |   |   |  |

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| <p><b>Small Group Project/Activity: (Teacher or Teaching Assistant Led)</b></p> <ul style="list-style-type: none"> <li>- After reading each page, ask the children to formulate “I wonder” questions, modeling one yourself. For example, I wonder what Peter is feeling about everything getting painted pink? I wonder why Peter takes his chair?</li> <li>- Writing- I am too big for... I am not too big for... (see attached)</li> </ul>   |  | <p><b>Center Activities:</b></p> <ul style="list-style-type: none"> <li>- Sort baby clothing</li> <li>- Design a Dream Room (Provide each student with a sheet of cardboard or oak tag, assorted collage materials and a catalogue. Explain the plan to design a room of their dreams)</li> <li>- Build a tower out of blocks like Peter does on page 1.</li> </ul> |  |
| <p>Week of: January 3- 7</p>  | <p>Unit of Study: Ezra Jack Keats</p>  | <p><b>Day 4: Literacy Circle (pre- reading): Pet Show!</b><br/> <i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson– targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i></p>   |  |
| <p><b>Standards: Academic Standards:</b><br/>         PK.AC.2. Demonstrates they are building background knowledge<br/>         PK.ELAL.5. [PKR.1.] Participates in discussions about a text<br/>         PK.ELAL.6. [PKR.2] Retells stories or share information from a text</p> <p><b>Social Emotional Standards:</b><br/>         PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults)</p> |  |   |  |
| <p><b>Author Study Overarching Themes: Experiences of Children</b></p>  |  |   |  |
| <p style="text-align: center;"><b>Objectives:</b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>- Engage in picture walk</li> <li>- Activate prior knowledge</li> </ul>   | <p style="text-align: center;"><b>Text(s):</b></p> <p style="text-align: center;">Pet Show! by Ezra Jack Keats</p> | <p style="text-align: center;"><b>Video Links:</b></p> <p style="text-align: center;">Pet Show Video</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=T9sQIAkBlq4">https://www.youtube.com/watch?v=T9sQIAkBlq4</a></p>   | <p style="text-align: center;"><b>Materials/ Resources Needed:</b></p> <ul style="list-style-type: none"> <li>- Post-it notes</li> </ul> |

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Lesson Procedure:

1. Introduce the book, Pet Show by Ezra Jack Keats.
2. Observe the cover and discuss what a pet show is and what the students think will happen at the pet show? Ask questions such as, what kinds of pets do you have at home? What kind might you like to have? How do you take care of this pet? What do you like you may win as a prize at a pet show?
3. Go on a picture walk and discuss and predict what will happen throughout this book.
4. Make a list of pets seen at the pet show and a list of what pet each student in the class would like to bring to the pet show.
5. Hand out post-it notes and have students illustrate their pet and place in on shared writing next to their choice for a pet.

Activity Explanation: What is a pet show?

Build Knowledge: What is a pet? Who has a pet?

Model: Shared Writing

Create: Pet illustrations

Small Group Project/Activity: (Teacher or Teaching Assistant Led)

- Sculpt pets out of clay/playdough and host a class pet show!
- Make a class book: If I could have any pet, I would want a...

Center Activities:

- Art- Create a prize/ribbon for the Pet Show winner!
- Sort animals into different pet groups (dogs, cat, fish, hamsters, etc.)

Week of: January 3- 7

Unit of Study: Ezra Jack Keats

Day 4: Theme Circle : Pet Show!

*\*\* Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson- targeted theme instruction, 3<sup>rd</sup> lesson- math lesson\*\**

Standards: Academic Standards:

PK.AC.2. Demonstrates they are building background knowledge

PK.ELAL.5. [PKR.1.] Participates in discussions about a text

PK.ELAL.6. [PKR.2] Retells stories or share information from a text

Social Emotional Standards:

PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults)

Author Study Overarching Themes: Experiences of Children

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| <p style="text-align: center;"><b>Objectives:</b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>- Sequence the story using picture cards</li> <li>- Imagine how they can spread kindness</li> </ul>  | <p style="text-align: center;"><b>Text(s):</b></p> <p style="text-align: center;">Pet Show! by Ezra Jack Keats</p> | <p style="text-align: center;"><b>Video Links:</b></p> <p style="text-align: center;">Pet Show Video<br/> <a href="https://www.youtube.com/watch?v=T9sQIAkBlq4">https://www.youtube.com/watch?v=T9sQIAkBlq4</a></p>          | <p style="text-align: center;"><b>Materials/ Resources Needed:</b></p> <ul style="list-style-type: none"> <li>- Sequence picture cards</li> <li>- Paper/crafts for class kindness gardens</li> </ul> |
| <p><b>Lesson Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Re-introduce the book, Pet Show by Ezra Jack Keats. Discuss how Keats is the author of this book.</li> <li>2. Read the book and discuss what is happening in the story as the book is read.</li> <li>3. After the book is read, ask children to retell the story using picture cards (see attached)</li> <li>4. Discuss Archie’s kindness to the women and ask, why do you think Archie let the women keep the ribbon? What would you have done if you were Archie? How can we spread kindness?</li> <li>6. Create a class kindness garden and add flowers for each way we can spread kindness.</li> </ol> |  |  |  |
| <p><b>Activity Explanation: Spread Kindness</b><br/> <b>Build Knowledge: Sequencing story events</b><br/> <b>Model: Sequencing Picture Cards</b><br/> <b>Create: Kindness Garden</b></p>   |  |  |  |
| <p><b>Small Group Project/Activity: (Teacher or Teaching Assistant Led)</b></p> <ul style="list-style-type: none"> <li>- Sculpt pets out of clay/playdough and host a class pet show!</li> <li>- Make a class book: If I could have any pet, I would want a...</li> </ul>  |  | <p><b>Center Activities:</b></p> <ul style="list-style-type: none"> <li>- Art- Create a prize/ribbon for the Pet Show winner!</li> <li>- Sort animals into different pet groups (dogs, cat, fish, hamsters, etc.)</li> </ul> |  |

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|---|---|---|---|
| Week of: January 3- 7   | Unit of Study: Ezra Jack Keats                  | <b>Day 4: Math Circle: Pet Show!</b><br><i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson- targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i> |   |
| <b>Standards: Academic Standards:</b><br>PK.AC.2. Demonstrates they are building background knowledge<br>PK.ELAL.5. [PKR.1.] Participates in discussions about a text<br>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality<br><br><b>Social Emotional Standards:</b><br>PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults) |   |   |   |
| <b>Author Study Overarching Themes: Experiences of Children</b>   |   |   |   |
| <b>Objectives:</b><br>Students will be able to...<br>- Count using one to one correspondence.   | <b>Text(s):</b><br>Pet Show! by Ezra Jack Keats | <b>Video Links:</b><br>Pet Show Video<br><a href="https://www.youtube.com/watch?v=T9sQIAkBlq4">https://www.youtube.com/watch?v=T9sQIAkBlq4</a>  | <b>Materials/ Resources Needed:</b><br>- 1:1 correspondence picture cards |
| <b>Lesson Procedure:</b><br><br>1. Display the book, Pet Show by Ezra Jack Keats and do a final re-reading of the book (or substitute with YouTube video).<br>2. Display the number cards (see attached) and using one to one correspondence to place the correct number of ribbons under each number.<br>3. Call up volunteers come and count the ribbons and match to the correct number.   |   |   |   |
| <b>Activity Explanation: 1:1 correspondence</b><br><b>Build Knowledge: Counting</b><br><b>Model: Using 1:1 correspondence picture cards</b><br><b>Create: Using 1:1 correspondence picture cards</b>  |   |   |   |
| <b>Small Group Project/Activity: (Teacher or Teaching Assistant Led)</b><br>- Sculpt pets out of clay/playdough and host a class pet show!<br>- Make a class book: If I could have any pet, I would want a...   |   | <b>Center Activities:</b><br>- Art- Create a prize/ribbon for the Pet Show winner!  |   |

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|  |   | - Sort animals into different pet groups (dogs, cat, fish, hamsters, etc.)   |   |
| Week of: January 3- 7  | Unit of Study: Ezra Jack Keats          | Day 5: Literacy Circle (pre- reading): Goggles!<br><i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson- targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i> |   |
| Academic Standards:<br>PK.AC.3 Demonstrates understanding of what is observed<br>PK.ELAL.5. [PKR.1.] Participates in discussions about a text  |   |  |   |
| Social Emotional Standards:<br>PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions   |   |  |   |
| Author Study Overarching Themes: Experiences of Children   |   |  |   |
| Objectives:<br>Students will be able to... <ul style="list-style-type: none"> <li>- Engage in picture walk</li> <li>- Identify book setting</li> <li>- Activate prior knowledge</li> </ul>   | Text(s):<br>Goggles! by Ezra Jack Keats | Video Links:<br>Goggles Video<br><a href="https://www.youtube.com/watch?v=kwEVVRJyixs">https://www.youtube.com/watch?v=kwEVVRJyixs</a>   | Materials/ Resources Needed:<br>Goggles |
| Lesson Procedure: <ol style="list-style-type: none"> <li>1. Introduce the book, Goggles by Ezra Jack Keats.</li> <li>2. Take a picture walk and have children show thumbs up or thumbs down for the behavior seen throughout the book.</li> <li>3. Create a T-Chart and on one side, write a list of thumbs down behavior seen in the book.</li> <li>4. On the other side, write thumbs up behavior when children interact with each other.</li> </ol> |   |  |   |

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Activity Explanation: Bully Prevention  
Build Knowledge: What is positive and negative behavior?  
Model: Thumbs up or thumbs down  
Create: T-Chart

Small Group Project/Activity: (Teacher or Teaching Assistant Led)

- Create anti-bullying signs to display in classroom
- Create a unique set of goggles, which will open dialogue about respecting diversity in the classroom.

Center Activities:

- Art- use q-tip painting to decorate goggles
- Create a pattern on goggles using markers, colored pencils, etc.
- Role play in housekeeping center positive interactions with friends

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|---|--|---|--|
| Week of: January 3- 7   | Unit of Study: Ezra Jack Keats                 |   | <b>Day 5: Theme Circle : Goggles!</b><br><i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson- targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i> |
| <b>Academic Standards:</b><br>PK.AC.3 Demonstrates understanding of what is observed<br>PK.ELAL.5. [PKR.1.] Participates in discussions about a text  |  |   |  |
| <b>Social Emotional Standards:</b><br>PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions   |  |   |  |
| <b>Author Study Overarching Themes: Experiences of Children</b>   |  |   |  |
| <b>Objectives:</b><br>Students will be able to... <ul style="list-style-type: none"> <li>- Identify inappropriate behavior from the story and come up with solutions for how to solve the problem</li> </ul>  | <b>Text(s):</b><br>Goggles! by Ezra Jack Keats | <b>Video Links:</b><br>Sesame Street: Don't Be a Bully<br><br><a href="https://www.youtube.com/watch?v=BjN9rqdNNVA">https://www.youtube.com</a><br>/<br>watch?v=BjN9rqdNNVA | <b>Materials/ Resources Needed:</b><br>Goggles   |
| <b>Lesson Procedure:</b> <ol style="list-style-type: none"> <li>1. Re-introduce the book, Goggles by Ezra Jack Keats. Discuss how Keats is the author of this book.</li> <li>2. Read the book and stop to ask guiding questions regarding the bullying in the book.</li> <li>3. After the book is read, discuss how the bullying in this book could have been solved. How could Peter and Archie have taken a stand or asked for help?</li> <li>4. Have children put on a pair of goggles and act out how they would handle the situation in the book.</li> </ol> |  |   |  |

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Activity Explanation: Bully Prevention  
Build Knowledge: How can you take a stand?  
Model: Role Playing  
Create: Re-create scenes from the book

Small Group Project/Activity: (Teacher or Teaching Assistant Led)

- Create anti-bullying signs to display in classroom
- Create a unique set of goggles, which will open dialogue about respecting diversity in the classroom.

Center Activities:

- Art- use q-tip painting to decorate goggles
- Create a pattern on goggles using markers, colored pencils, etc.
- Role play in housekeeping center positive interactions with friends

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|---|--|--|--|
| Week of: January 3- 7   | Unit of Study: Ezra Jack Keats                 | <b>Day 5: Math Circle: Goggles!</b><br><i>** Each book will be read a total of 3 times. 1<sup>st</sup> lesson- pre- reading, 2<sup>nd</sup> lesson- targeted theme instruction, 3<sup>rd</sup> lesson- math lesson**</i> |  |
| <b>Academic Standards:</b><br>PK.AC.3 Demonstrates understanding of what is observed<br>PK.ELAL.5. [PKR.1.] Participates in discussions about a text<br><br><b>Social Emotional Standards:</b><br>PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions   |  |  |  |
| <b>Author Study Overarching Themes: Experiences of Children</b>   |  |  |  |
| <b>Objectives:</b><br>Students will be able to... <ul style="list-style-type: none"> <li>- Identify shapes</li> <li>- Identify numbers</li> </ul>   | <b>Text(s):</b><br>Goggles! by Ezra Jack Keats | <b>Video Links:</b><br>Goggles Video<br><a href="https://www.youtube.com/watch?v=kwEVRJyixs">https://www.youtube.com/watch?v=kwEVRJyixs</a>  | <b>Materials/ Resources Needed:</b><br>Goggles |
| <b>Lesson Procedure:</b> <ol style="list-style-type: none"> <li>1. Display the book, Goggles by Ezra Jack Keats and do a final re-reading of the book (or substitute with YouTube video).</li> <li>2. Look for numbers and shapes as the book is re-read.</li> <li>3. Have students take turns putting on goggles and go on a shape hunt around the classroom. (Teacher can have examples of shapes on the smart board to guide students to finding shapes).</li> <li>4. Repeat goggled hunt with numbers. (Teacher can have numbers on the smart board to guide students to finding shapes).</li> <li>5. Have students write and re-create shapes on dry erase boards as they are found around the classroom.</li> </ol> |  |  |  |

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Activity Explanation: Identifying numbers and shapes

Build Knowledge: Show examples of shapes

Model: Shape/Number Hunt

Create: Write and re-create numbers and shapes

Small Group Project/Activity: (Teacher or Teaching Assistant Led)

- Create anti-bullying signs to display in classroom
- Create a unique set of goggles, which will open dialogue about respecting diversity in the classroom.

Center Activities:

- Art- use q-tip painting to decorate goggles
- Create a pattern on goggles using markers, colored pencils, etc.
- Role play in housekeeping center positive interactions with friends

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| Week 3:1/9/2023   | Theme 3: Our Community | <b>Focus Question:</b> How can we help our community? |  |  |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1: Approaches to Learning PK.AL.3.</b> Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</p> <p><b>Domain 3: Social and Emotional Learning PK.SEL.4.</b> Develops positive relationships with their peers</p> <p><b>Domain 4A: Communication, Language and Literacy PK.ELAL.6. [PKR.2]</b> Retells stories or share information from a text reading behaviors with purpose and understanding</p> <p><b>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.10. [NY-PK.MD.1.]</b> Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)</p> <p><b>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.5</b> Demonstrates knowledge of the relationship between people, places, and regions</p> |                        |   |  |  |
|   |                        |   |  |  |
| <p><b>MLL Support:</b><br/>                 Invite guest parents to talk about their roles in the community in native languages.<br/>                 Use Immerse Reader to engage the whole class.</p> <p><b>Multilingual Library:</b> Mud on the Van; Recycling</p> <p>-Spanish video about community helpers: <a href="https://www.youtube.com/watch?v=GaD7abMU9i4">https://www.youtube.com/watch?v=GaD7abMU9i4</a></p> <p>- Portuguese video about community helpers <a href="https://www.youtube.com/watch?v=a0YoTPzra0">https://www.youtube.com/watch?v= a0YoTPzra0</a></p> <p>- Arabic video about community helpers: <a href="https://www.youtube.com/watch?v=tUMZZ5IF3qQ">https://www.youtube.com/watch?v=tUMZZ5IF3qQ</a></p>  |                        |   |  |  |
| <p>Vocabulary: Wow Words: volunteer, grateful, dazzling, prance, collaborate</p>  |                        |   |  |  |
| <p>Writing: <b>Interactive Writing:</b> Create a list of How children can help in the community (families, friends, teachers, neighbors, animals, earth). Children use the sentence starter, I can help (person) (action). Teacher records sentences and reads afterwards.</p> <p><b>Class Book:</b> I can help. Draw a picture of a time when they helped others. Complete the sentence I helped_____.</p>   |                        |   |  |  |

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**Theme/Seasonal Project Ideas:** letter D duck. Create dancing dinosaur masks. Cooking donuts. Create helping hands handprints to describe how they help at home/community. Make cards and send to children’s hospitals and/or cards for veterans/military/nurses/doctors/etc. “Draw and write” how can I help my community?  
**Additional Read Aloud Options from Classroom Library:** What if Everybody Did That? By Ellen Javernick, Ordinary Mary’s Extraordinary Deed by Emily Pearson, The Giant Jam Sandwich by John Vemon Lord.

| Subject:                                   | Objective:   | Activities   | Remediation:  | Enrichment:  |
|--|--|--|---|--|
| <p><b>Social Emotional Development</b></p> | <ul style="list-style-type: none"> <li>• Recognizes how actions affect others</li> <li>• Assumes rules and responsibilities</li> <li>• Shows an awareness of others feelings</li> <li>• Develops positive relationships with peers.</li> </ul> | <ul style="list-style-type: none"> <li>• Read “I can Help”. What would happen if nobody ever washes the dishes?</li> <li>• Children are responsible to keep up after themselves at mealtime.</li> <li>• Reread “I can Help” Why do we help others?</li> <li>• Action Rhyme “Park Helpers”.</li> <li>• Grow with the Letter People: When we collaborate with others in a group why is it important to listen politely?</li> </ul> | <ul style="list-style-type: none"> <li>• Have children use the Letter People picture to discuss how it felt when some people did not listen politely. If children are hesitant to discuss, have them demonstrate acting politely by pointing to the picture.</li> </ul> | <ul style="list-style-type: none"> <li>• Have partners practice attentive listening by taking turns telling each other something about Mr. D. When each speaker is finished, encourage them to say, “Thank you for listening politely.”</li> </ul> |

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| <b>Second Step</b>        | <p><b>Why This Theme Matters</b></p> <p>It is important for children to understand that some actions are accidents. This may make children less likely to jump to conclusions. When children assume that others did something on purpose, they are more likely to respond aggressively. This is particularly true of children who are more frequently aggressive than others, even when the situation is unclear.</p> <p><b>Objectives</b></p> <p>Children will be able to: 1. Identify when something happens by accident 2. Demonstrate saying, “I didn’t mean to. It was an accident. Are you okay?” in response to scenarios</p> <p><b>Lesson Concepts</b></p> <ul style="list-style-type: none"> <li>• An accident is when you do something you didn’t mean to do.</li> <li>• When you do something by accident, it’s important to say it was an accident so others don’t think you did it on purpose.</li> </ul> <p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• Mean to</li> <li>• Accident</li> <li>• On purpose</li> </ul> |  |  |  |
| <b>Subject:</b>           | <b>Objective:</b>  | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>   |
| <b>Alphabet Knowledge</b> | <ul style="list-style-type: none"> <li>• Recognizes and names letter D</li> <li>• Recognize letter sound relationships</li> <li>• Isolates and pronounces initial sounds</li> </ul>  | <ul style="list-style-type: none"> <li>• Meet Mr. D</li> <li>• Learn More About Mr. D</li> <li>• Letter Forms for Dd</li> <li>• Meet and Greet Mr. D</li> <li>• Have Fun with Mr. D</li> </ul> | <ul style="list-style-type: none"> <li>• Label a box with large letter Ds and have children put items that begin with the letter D in the box. Have the children trace the letter D each time they add an item into the box.</li> <li>• Draw and laminate a letter D. Have children trace the letter while listening to the song.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in the Mr. D song that begins with the letter D.</li> <li>• Have children go on a scavenger hunt to find objects that begin with the letter D. Have them use sticky notes to mark the objects they find.</li> <li>• Have children find the rhyming word pairs in the book, Dinosaurs Dance.</li> </ul> |

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| <p><b>Comprehension</b></p>       | <ul style="list-style-type: none"> <li>Recalls details</li> <li>Asks and answers questions</li> <li>Retells stories</li> </ul>  | <ul style="list-style-type: none"> <li>Reread “I can Help” Why do we help others?</li> <li>Read Mr. D’s Letter. What does Mr. D do at the Dinosaur Museum?</li> <li>Read “Dinosaurs Dance!” Discuss the word “trip” has two meanings.</li> <li>“My Dinosaur”. What happened in this story?</li> <li>Grow with the Letter People flip chart p. 45. Who is listening politely?</li> </ul> | <ul style="list-style-type: none"> <li>After the reading of, “I Can Help,” have children share times they have helped others or display scenes of children helping others and let the children choose one that relates to a time they have helped others.</li> </ul> | <ul style="list-style-type: none"> <li>After the reading of, “I Can Help,” have children share how they can help in different places in their community.</li> </ul>   |
| <p><b>Responding to Texts</b></p> | <ul style="list-style-type: none"> <li>Makes connections</li> <li>Identifies story sequence</li> </ul>  | <ul style="list-style-type: none"> <li>“Dinosaur Dance”. Children act out one thing the dinosaurs did in the story.</li> <li>“My Dinosaur” discuss the sequence of events.</li> </ul>   | <ul style="list-style-type: none"> <li>While using the anchor chart, have children turn and talk to a partner about details on the anchor chart. Have them take turns asking, “Who is (washing the fire truck)? Etc.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Challenge children to make a separate list of how they can help in different places in their community, such as at home or at school.</li> </ul>   |
| <p><b>Subject:</b></p>            | <p><b>Objective:</b></p>  | <p><b>Activities</b></p>  | <p><b>Remediation:</b></p>   | <p><b>Enrichment:</b></p>   |
| <p><b>Writing</b></p>             | <ul style="list-style-type: none"> <li>Writes letters</li> <li>Completes a sentence</li> <li>Creates books</li> <li>Dictates sentences and stories</li> <li>Writes name</li> <li>Writes to narrate an event</li> <li>Presents to peers</li> <li>Participates in shared writing</li> </ul> | <ul style="list-style-type: none"> <li>Trace letter Dd with finger</li> <li>Begin class book, “We are Helpers.”</li> <li>I helped _____.</li> <li>Illustrate.</li> <li>Write name.</li> <li>Students present their page in the class book, “We Are Helpers”</li> <li>Using text pattern from, “I Can Help,” I can help [person] [action]</li> </ul>                                     | <ul style="list-style-type: none"> <li>Have children act out or point to something they can do to help their community. State their idea in a complete sentence and have them repeat it.</li> </ul>  | <ul style="list-style-type: none"> <li>While using the anchor chart, challenge children to make up a story about something they see happening in the anchor chart. Have children dictate and/or write parts of this story.</li> </ul> |

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| <p><b>Mathematics</b></p>            | <ul style="list-style-type: none"> <li>• Recognizes measurable attributes</li> <li>• Compares using measurable attributes</li> <li>• Creates charts and graphs</li> <li>• Orders using measurable attributes.</li> <li>• Measures length, weight, height</li> <li>• Recites numbers in order</li> <li>• Uses 1-1 correspondence when counting</li> <li>• Counts to determine quantity</li> <li>• Uses appropriate tools strategically</li> </ul> | <ul style="list-style-type: none"> <li>• Display p. 4-5 in “Let’s Compare;” <i>Is the bus <b>short</b> or <b>long</b>? Is the bike short or long?</i></li> <li>• Compare <b>shorter/longer</b> objects around the classroom.</li> <li>• Create a T-chart and label columns “Short” and “Long;”</li> <li>• Using different length strings, identify which is the <b>shortest/longest</b>.</li> <li>• Model how to use a tape measure to measure and compare the heights of objects</li> <li>• Rhyme, “The Bee hive”</li> <li>• Count objects in jars</li> <li>• Put jars in order from the <b>smallest</b> number to the <b>biggest</b> number.</li> </ul> | <ul style="list-style-type: none"> <li>• Focus on identifying long and short objects. Show objects that are obvious different lengths. Have children follow the sentence frame, ____ is long/short.</li> <li>• Provide string or tubing or straws of varying length to have children manipulate and discuss long and short.</li> <li>• While using the counting jars, have a print out of numbers 1-5 to visually assist children.</li> </ul> | <ul style="list-style-type: none"> <li>• Fold a piece of paper into two and have children draw a picture of something that is long on one half and short on the other half. Have children describe their pictures.</li> <li>• Invite children to draw pictures of three objects or animals in order from shortest to longest.</li> <li>• While using the counting jars, empty the jars and have children try and tell how many objects are in the jar without counting.</li> </ul> |
| <p><b>Science/Social Studies</b></p> | <ul style="list-style-type: none"> <li>• Participates in a classroom community</li> <li>• Understands community responsibility</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>How can we help our community?</i></li> <li>• <i>Display “I Can Help” Why do we help others?</i></li> <li>• Using Anchor Chart; <i>How do the people <b>volunteering</b> help at the pet rescue center? Who do you think is <b>grateful</b> for their help?</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Have children share ways they can help in the classroom or at home.</li> </ul>   | <ul style="list-style-type: none"> <li>• Ask children to tell not only how they help in the community, but why they help and how helping makes them feel.</li> </ul>   |
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**ACADEMIC LEARNING CENTERS**

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| <p><b>Letter People Place</b><br/> <b>Mr. D's Letter Play</b><br/>         Children make stick puppet and make letter in shaving cream. "Paint" Dd with glue on forms and sprinkle them with glitter to make them dazzling.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, play dough, shaving cream, tray, glue, paintbrushes, glitter</li> <li>• Plastic Dd letters</li> <li>• Mr. D. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/> <b>I Can Help!</b><br/>         Students.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Drawing paper</li> <li>• Writing materials, scissors, glue</li> <li>• Magazines</li> </ul>  | <p><b>Math</b><br/> <b>Comparing Height</b><br/>         Students go through magazines cutting out things that are tall and short. Use chart paper labeled short/tall column for students to glue on.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Old magazines/catalogues</li> <li>• chart paper</li> <li>• Scissors</li> <li>• glue sticks</li> </ul>  | <p><b>Theme Library &amp; Reading and Listening</b><br/> <b>Reading Nook</b><br/>         Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>I can help!</i></li> <li>• Letter D's song</li> <li>• Letter people big book</li> <li>• <i>Dinosaur Dance!</i></li> <li>• Class book: We Are Helpers</li> <li>• Student reader: <i>My dinosaur</i></li> <li>• Action Rhyme: "Park Helpers"</li> <li>• Theme related books</li> <li>• Drawing and related materials</li> </ul> | <p><b>Small Group</b><br/>         In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/> <i>ELA-pg. 9, 10, 11</i><br/> <i>Math- pg. 12</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>         Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/> <b>Act like Helpers</b><br/>         Children act out different "helping" situations in which they might participate at home, at school, or in their community.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Big book</li> <li>• Props such as dress up clothing, grocery or lawn bags/rake</li> </ul>  | <p><b>Art Studio</b><br/> <b>Helping Handprints</b><br/>         Children paint their palms and fingers. Press their painted hands on a sheet of paper. Children write names and encourage them to write or dictate one way to use their hands to help others. Hang handprints on Helping Hands Wall.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Construction paper</li> <li>• washable paint; paintbrushes</li> <li>• pencils or markers</li> </ul> | <p><b>Technology</b><br/> <b>ePlay and Learn</b><br/>         Children follow along in Ms. D's eBook. As they read, they listen to words beginning with Dd sound. Children play Mr. D games.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Dinosaurs Dance!</i></li> <li>• Interactive Module: <i>Let's Compare</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/> <b>Recycling Center</b><br/>         Children are reminded that recycling is a good way to help community stay clean. Sort recyclable objects into bins with labels.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Tubs labeled with recycling categories</li> <li>• paper products, such as newspapers and paper boxes</li> <li>• Empty cans/bottled</li> </ul>   | <p><b>Construction Zone</b><br/> <b>Short Buildings and Tall Towers</b><br/>         Children can build some short and tall buildings to create a city. Discuss structures as small/bug/short/tall/shorter/taller<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> </ul>   |

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| <b>Week 4:</b><br>1/16/2023   | <b>Theme 3:</b> Our Community | <b>Focus Question:</b> What is the world community? |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1: Approaches to Learning PK.AL.1</b> Actively engages in play as a means of exploration and learning</p> <p><b>Domain 3: Social and Emotional Learning PK.SEL.2.</b> Recognizes self as an individual having unique abilities, characteristics, feelings and interests</p> <p><b>Domain 4A: Communication, Language and Literacy PK.AC.6.</b> Demonstrates their ability to represent ideas using a variety of methods</p> <p><b>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.10. [NY-PK.MD.1.]</b> Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)</p> <p><b>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.5</b> Demonstrates knowledge of the relationship between people, places, and regions</p>   |                               |   |
|   |                               |   |
| <p><b>MLL Support:</b><br/>                 Provide the translation of the word Hi or hello in different languages and invite students to learn to say it in different languages. Invite students to bring to the classroom objects (i.e. instruments, household items, clothing, toys, flags, food etc.) from their countries and cultures and encourage children to express why and how those objects are used. Sing culturally relevant songs to recognize and celebrate different cultures.</p> <p><b>Multilingual Library:</b> Ty’s American Flag; La Bandera Americana de Ty; Hurray for Rosa</p> <p>Spanish: <a href="https://www.youtube.com/watch?v=uJP8QCsdwxg">https://www.youtube.com/watch?v=uJP8QCsdwxg</a>      <a href="https://www.youtube.com/watch?v=pp5v7bLzA8A">https://www.youtube.com/watch?v=pp5v7bLzA8A</a></p> <p>Portuguese: <a href="https://www.youtube.com/watch?v=YbZppsw5piw">https://www.youtube.com/watch?v=YbZppsw5piw</a></p> <p>Arabic: <a href="https://www.youtube.com/watch?v=Z6cvRmyEUKc">https://www.youtube.com/watch?v=Z6cvRmyEUKc</a>      <a href="https://www.youtube.com/watch?v=u_gHPZ20qJw&amp;t=52s">https://www.youtube.com/watch?v=u_gHPZ20qJw&amp;t=52s</a></p> |                               |   |
| <p><b>Vocabulary:</b> Wow Words: greet, global, fancy, fabulous, diversity</p>  |                               |   |

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Writing: **Interactive Writing:** Create a list of things the children like about the book “Hello World”. Teacher records answers and reads afterwards. **Class Book:** Hello world. Draw a picture of themselves greeting someone. Complete the sentence I say hello to \_\_\_\_\_.

**Theme/Seasonal Project Ideas:** create funny feet using footprints and various art materials to decorate. Create a wall display of non-standard measurements from around the classroom.

**Additional Read Aloud Options from Classroom Library:** Say Hello by Rachel Isadora, A Country Far Away by Nigel Gray, What is a Community for A to Z? by Bobbie Kalman.

| <b>Subject:</b>                     | <b>Objective:</b>  | <b>Activities</b>  | <b>Remediation:</b>   | <b>Enrichment:</b>  |
|-------------------------------------|--|--|---|---|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Compares and contrasts self to others</li> <li>Describes self positively</li> <li>Shows empathy and kindness</li> </ul> | <ul style="list-style-type: none"> <li>Transitions: name something that makes you special.</li> <li>Mealtime discussion: ways we are the same and ways we are different.</li> <li>Meet. Ms. F. Discuss how it’s OK to be different.</li> </ul> | <ul style="list-style-type: none"> <li>Teach children how to shake hands to greet each other. Have children practice greeting each other in English before trying the other greetings in the book.</li> </ul> | <ul style="list-style-type: none"> <li>Invite children to learn how to say “hello,” in other languages that are not represented in the book.</li> </ul> |

**Second Step**

**Week 12**  
**Caring and Helping**

Empathy can motivate children to respond to others in a caring way. Young children often try to comfort others by showing they care—for example, by offering a toy or saying something kind. However, children may have trouble showing care and concern in situations that are emotionally overwhelming. Unit 3 includes emotion-management skills to help further children’s ability to be caring.

Objectives:

Children will be able to: 1. Demonstrate saying something kind in response to scenarios 2. Demonstrate helping behaviors during an activity.

Learning Concepts:

- When you feel empathy for someone, you can show them you care.
- You can show you care by saying something kind or doing something helpful.

Key Words:

- Care
- Kind
- Helping

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| Subject:  | Objective:  | Activities   | Remediation:  | Enrichment:  |
|---|---|--|---|--|
| <b>Alphabet Knowledge</b>   | <ul style="list-style-type: none"> <li>Recognizes and names letter F</li> <li>Recognizes letter sound relationships</li> <li>Matches initial sounds</li> </ul>                    | <ul style="list-style-type: none"> <li>Meet Ms. F.</li> <li>Learn More about Ms. F.</li> <li>Letters forms for Ff.</li> <li>Meet and Greet Ms. F</li> <li>Have Fun with Ms. F.</li> </ul>  | <ul style="list-style-type: none"> <li>Have children trace a huge letter F with a finger. Have them choose F's from an assortment of magnetic letters and attach them to a metal board or baking sheet.</li> <li>Encourage children to trace Ms. F's letters with their fingers and then move their feet as they listen to Ms. F's song.</li> </ul> | <ul style="list-style-type: none"> <li>Have children identify the words they hear in Ms. F's song that begin with the letter F.</li> <li>Have children go on a scavenger hunt to find objects that begin with the letter F. Have them use sticky notes to mark the objects they find.</li> </ul> |
| <b>Comprehension</b><br><br><b>*From Here to There Text from Theme 8*</b> | <ul style="list-style-type: none"> <li>Asks and answers questions</li> <li>Recalls details</li> <li>Retells stories</li> <li>Use picture cues</li> </ul>                          | <ul style="list-style-type: none"> <li>Read "Hello World". Compare the children from different pictures.</li> <li>Reread "Let's Compare" Tell me some of the ways your remember how to compare.</li> <li>Reread "Hello World". What countries does the author share with us?</li> <li>Ms. F's Letter. Do you have a feature that is different from others?</li> <li>"Follow my Funny Feet" Name Ms. F's favorite things.</li> <li>Grow with the Letter People flip chart page.49: how are they different?</li> </ul> | <ul style="list-style-type: none"> <li>Help children understand the concept of diversity with concrete examples (ex. A box of crayons).</li> <li>Divide the class into three groups and have each group do a different action and discuss the differences.</li> </ul>   | <ul style="list-style-type: none"> <li>Listen to someone speaking a different language and discuss how it feels to not be able to understand what someone is saying. Discuss the differences between various cultures.</li> </ul>  |
| <b>Responding to Texts</b>  | <ul style="list-style-type: none"> <li>Makes connections</li> <li>Identifies relevant and irrelevant information related to a topic</li> <li>Identifies story sequence</li> </ul> | <ul style="list-style-type: none"> <li>"Hello World". Which country in the book would you most like to visit someday?</li> <li>Review previously made list on countries and cultures. Using the book children can add to the list.</li> <li>"Follow My Funny Feet". What is your Ms. F's/your favorite smell?</li> </ul>   | <ul style="list-style-type: none"> <li>Help the children connect the idea of funny feet to Ms. F's by having them pretend to laugh as they hop and move their feet to Ms. F's word play.</li> </ul>   | <ul style="list-style-type: none"> <li>Have children look at the illustrations on Page 10 of Ms. F's book an use the wow words fancy and fabulous to describe the picture.</li> </ul>  |

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| Subject:                      | Objective:   | Activities   | Remediation:   | Enrichment:  |
|-------------------------------|--|--|--|--|
| <b>Writing</b>                | <ul style="list-style-type: none"> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Labels pictures</li> <li>• Writes name</li> <li>• Writes to narrate an event</li> <li>• Presents to peers</li> <li>• Participates in shared writing</li> <li>• Writes to express an opinion</li> </ul>   | <ul style="list-style-type: none"> <li>• Students trace Ff with finger.</li> <li>• Begin class book, "Hello World!" I say hello to _____. Illustrate. Dictate or complete using developmental writing tools. Write name.</li> <li>• Read "Hello, World; <i>What did you think of this book? What did it help you learn?</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Allow children to choose toy food items and provide the sentence frame "I like _____." Write these sentences on the board and display reading from left to right.</li> </ul>  | <ul style="list-style-type: none"> <li>• Challenge children to label a world map with the ways people greet each other in other countries. Use the sentence starter, "In _____, people say, and _____." Have children dictate/write this sentence.</li> </ul>  |
| <b>Mathematics</b>            | <ul style="list-style-type: none"> <li>• Compares using measurable attributes</li> <li>• Looks for and makes use of structure</li> <li>• Orders using measurable attributes</li> <li>• Measures length, weight, height</li> <li>• Recognizes measurable attributes</li> <li>• Uses appropriate tools strategically</li> <li>• Understands ordinal numbers</li> <li>• Makes sense of problems and perseveres in solving them</li> </ul> | <ul style="list-style-type: none"> <li>• Display p. 12-13 in "Let's Compare;" <i>How can we compare these objects?</i></li> <li>• Put Attachables in order from <b>shortest to tallest, lightest to heaviest, coldest to hottest and shortest to longest;</b></li> <li>• Which object is first, second, third, etc.?</li> <li>• Compare pictures, <i>i.e. The tree is taller than the girl.</i></li> <li>• Measure the length of books using pencils; compare lengths; <i>This _____ is about _____ pencils long.</i></li> </ul> | <ul style="list-style-type: none"> <li>• Focus on ordering two or three of the Attachables.</li> <li>• Limit the size of objects you measure to only two or three pencil lengths.</li> <li>• While reviewing ordinality, have three children line up facing the door and ask who is first, who is second, and who is third?</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge children to put three or four pictures in order all at once and then describe the order using attribute words that express the comparison.</li> <li>• Challenge children to measure larger objects, like the length of a table or shelf, using a larger number of pencils.</li> </ul> |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Demonstrates cultural awareness</li> <li>• Observes characteristics of people</li> <li>• Investigates healthy habits</li> <li>• Understands community responsibility</li> </ul>   | <ul style="list-style-type: none"> <li>• Read, "Hello World;" Identify how to greet people in different countries and how to say "hello" in different languages.</li> <li>• <i>What would you do if a visitor who was different came to our class?</i></li> <li>• Children share foods from their culture</li> <li>• <i>How can you experience another culture when you go to a restaurant?</i></li> <li>• <i>Name Mr. F's favorite things.</i></li> <li>• Display "Park Helpers" on Action Rhymes Flip Chart.</li> </ul>        | <ul style="list-style-type: none"> <li>• Point out the United States on the world map on the back of "Hello, World" and point out how small it is compared with the whole world.</li> </ul>  | <ul style="list-style-type: none"> <li>• Challenge children to label a world map with the ways people greet each other in other countries.</li> </ul>  |

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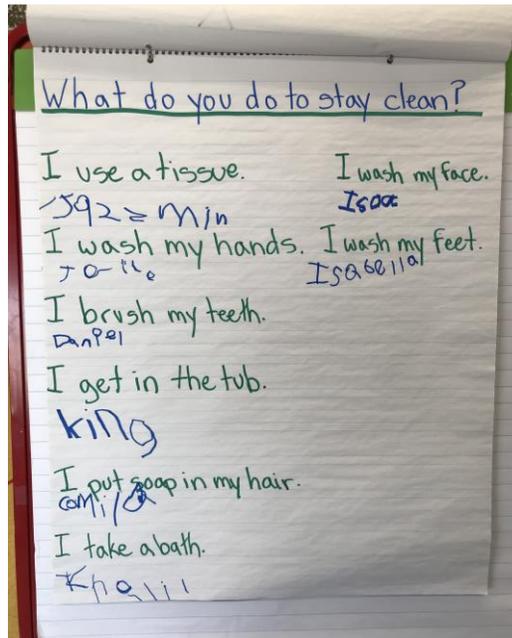
| ACADEMIC LEARNING CENTERS   |   |  |   |   |
|---|---|--|---|---|
| <p><b>Letter People Place</b><br/><b>Mrs. F's Letter Play</b><br/>Children create puppet; form letter Ff with play dough. Trace Ff on letter forms and decorate with stamped fingerprints.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, glue, play dough, washable ink pads</li> <li>• Plastic Ff letters</li> <li>• Ms. F. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/><b>Pen Pals</b><br/>Students create postcards to send an imaginary pen pal in another country. Encourage to draw a picture on one side and write/scribble about their home on the other.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Construction paper cut to postcard size</li> <li>• Pencils</li> <li>• Crayons</li> <li>• Examples of real postcards</li> </ul>        | <p><b>Math</b><br/><b>Measure It</b><br/>"Measure Me" hunt: children go around classroom predicting which objects will be about the same length or height. Check using nonstandard units of measurement.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Nonstandard measuring tools (straws, unsharpened pencils, string, paper clips)</li> </ul>   | <p><b>Theme Library &amp; Reading and Listening</b><br/><b>Reading Nook</b><br/>Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>Hello, World!</i></li> <li>• Letter Fs song</li> <li>• Letter people big book</li> <li>• <i>Follow My Funny Feet</i></li> <li>• Class book: Hello</li> <li>• Student reader: I like the forest</li> <li>• Action Rhyme: "Park Helpers"<br/>Sticky notes for flags</li> <li>• Drawing and related materials</li> </ul> | <p><b>Small Group</b><br/>In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/><i>ELA-pg. 13, 14, 15</i><br/><i>Math- pg. 16</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/><b>Hello, World!</b><br/>Post a world map labeled with the countries in book. Add labels for places families have lived.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• World map. labels, string or yarn, push pins</li> <li>• travel props such as tickets, maps, and suitcases</li> </ul>   | <p><b>Art Studio</b><br/><b>The World Community</b><br/>Create bulletin board with Earth in the center. Provide multicolored construction paper cutouts of people to which children can add hair, clothing, and features.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• construction paper cutouts</li> <li>• Crayons, markers, glue, yarn, scrapbook papers, and other decorative art supplies.</li> </ul> | <p><b>Technology</b><br/><b>ePlay and Learn</b><br/>Children follow along in Mr. F's eBook. As they read, they listen to words beginning with /f/sound. Children play Mr. F games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Follow My Funny Feet</i></li> <li>• Online Module: <i>Let's Compare!</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/><b>Map Makers</b><br/>Post pictures of different kinds of places from around the world. Use sand table to make a map or model of the kind of place they would like to visit.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Pictures of places such as cities, villages, farms, etc. , lakes, rivers</li> <li>• Sand Table</li> <li>• Items for geographical features</li> </ul>   | <p><b>Construction Zone</b><br/><b>Build and Compare</b><br/>Children build freely. Encourage to use attribute words.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> </ul>  |

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|  |  |  |  |  |
|--|--|--|--|--|
| <ul style="list-style-type: none"><li>• traditional clothing from different countries (optional)</li></ul> |  |  |  |  |
|--|--|--|--|--|

## Theme 4: Health and Nutrition

### Shared Writing



### Project Based Learning

**How does soap keep away germs?**- Put pepper and water on a glass bowl, add DAWN soap to your finger and place in pepper/water mixture. Watch as the soap makes the pepper disperse. The pepper represents germs being fought off by soap.

Materials: Glass bowl, water, pepper, DAWN soap



**Glitter Germs** - Have children put glitter on their hands. Direct them to touch various items. Student's will then see how germs travel as glitter leaves their hands, and ends up everywhere!

Materials: Glitter, items to touch



**Growing Vegetable Soup** - After reading the Big Book students will get plastic knives and a variety of veggies to cut. Cook and enjoy!! .

Materials: Skillet, plastic knives, plastic gloves, paper plates, Styrofoam cups, plastic spoons, peppers, tomatoes, celery, carrots, string beans and green onion, chicken broth, ladle



|  |                                      |   |
|--|--------------------------------------|---|
| <b>Week 1:</b> 1/23/23   | <b>Theme 4:</b> Health and Nutrition | <b>Focus Question:</b> Why is it important to stay healthy? |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1 Approaches to Learning PK.AL.4</b> exhibits curiosity, interest, and willingness to learn new things and have new experiences.</p> <p><b>Domain 2 Physical Development and Health PK.PDH.6</b> Engages in a variety of physical fitness activities</p> <p><b>Domain 3 Social and Emotional Learning PK.SEL.3</b> Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults).</p> <p><b>Domain 4a Communication, Language and Literacy PK.AC.4</b> Demonstrates a growing receptive vocabulary.</p> <p><b>Domain 5a Mathematics PK.MATH.3</b> Understands the relationship between numbers and quantities 10, connects counting to cardinality.</p>   |                                      |   |
|  |                                      |   |
| <p><b>MLL Support:</b><br/>       Encourage children to speak to classmates who share their language about good habits (eating healthy and exercising) they have at home.<br/>       Send a checklist with healthy habits for family members to be completed in the home language.</p> <p><b>Multilingual Library:</b> Let’s play ball</p> <p>Spanish: Importance of being healthy <a href="https://www.youtube.com/watch?v=9_F9UBNE9sc">https://www.youtube.com/watch?v=9_F9UBNE9sc</a></p> <ul style="list-style-type: none"> <li>- You are what you eat: <a href="https://www.youtube.com/watch?v=ppcKOWOYVMg">https://www.youtube.com/watch?v=ppcKOWOYVMg</a></li> </ul> <p>Portuguese: Importance of good health: <a href="https://www.youtube.com/watch?v=lbdnd0En-aA">https://www.youtube.com/watch?v=lbdnd0En-aA</a></p> <ul style="list-style-type: none"> <li>- Three rules for good health: <a href="https://www.youtube.com/watch?v=c8c0RUONuf0">https://www.youtube.com/watch?v=c8c0RUONuf0</a></li> </ul> <p>Arabic: Story of maintaining health: <a href="https://www.youtube.com/watch?v=8qpwgDnvTok">https://www.youtube.com/watch?v=8qpwgDnvTok</a></p> <ul style="list-style-type: none"> <li>- Hygiene lesson <a href="https://www.youtube.com/watch?v=H3HPCc02Dhl">https://www.youtube.com/watch?v=H3HPCc02Dhl</a></li> </ul> |                                      |   |
| <p><b>Vocabulary:</b> Wow Words: cozy, soothe, smidgen, fret, shiver</p>   |                                      |   |

**Writing: Interactive Writing:** Create a 3 column chart of how we are healthy. Use the column titles, when we feel good, we stay healthy by..., when we feel sick we get better by... Children respond to prompts, teacher records answers and reads afterwards.  
**Class Book:** Bear Feels Sick. Draw one of Bear’s friends helping him. Complete the sentence Bear’s friend\_\_\_\_\_.

**Theme/Seasonal Project Ideas:** create a food pyramid/healthy food paper plate using magazine cut outs. Create a healthy snack (celery & cream cheese, smoothies). Letter O octopus.

**Additional Read Aloud Options from Classroom Library:** One Cow Coughs by Diana Pomeroy, Germs Make Me Sick! By Melvin Berger, How do Dinosaurs Get Well Soon? By Jane Yolen

| Subject:                            | Objective:   | Activities   | Remediation:  | Enrichment:   |
|-------------------------------------|--|--|---|---|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Identifies personal feelings</li> <li>Develops positive relationships with peers</li> </ul>   | <ul style="list-style-type: none"> <li>Read “Bear Feels Sick”. How do you know when you are really sick?</li> <li>Grow with the Letter People: flip chart p. 53. Tell about a time a doctor or nurse helped them feel better.</li> </ul> | <ul style="list-style-type: none"> <li>Have children turn and talk with a partner to discuss a time they went to the doctor. Model positive peer interactions.</li> </ul> | <ul style="list-style-type: none"> <li>Have children create a book that shows ways doctors and nurses keep us healthy and have children share their book with the class.</li> </ul> |
| <b>Second Step</b>                  | <p><b>Week 14</b></p> <p><b>Strong Feelings</b></p> <p>Children who can manage their feelings in emotionally charged situations are more successful in the transition to formal schooling.</p> <p>Objectives:</p> <p>Children will be able to: 1. Recognize and name when they or others are feeling frustrated 2. Demonstrate putting their hands on their tummies and saying “Stop”</p> <p>Learning Concepts:</p> <ul style="list-style-type: none"> <li>Sometimes your feelings can be strong.</li> <li>Strong feelings need to be managed.</li> </ul> <ul style="list-style-type: none"> <li>Putting your hands on your tummy and saying “Stop” are ways to begin to calm down.</li> </ul> |  |   |   |

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| Key Words:  |  |   |  |   |
|---|--|---|--|---|
| <ul style="list-style-type: none"> <li>• Frustrated</li> <li>• Strong Feelings</li> </ul> |  |   |  |   |
| <b>Subject:</b>   | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>  | <b>Enrichment:</b>  |
| <b>Alphabet Knowledge</b>   | <ul style="list-style-type: none"> <li>• Recognizes and names letter O</li> <li>• Isolates and pronounces initial sounds</li> <li>• Recognizes letter sound relationships</li> <li>• Blends and segments onset and rime</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Meet Mr. O</li> <li>• Learn More About Mr. O</li> <li>• Letter Forms for O</li> <li>• Read About Mr. O</li> <li>• Meet and Greet Mr. O</li> <li>• Have Fun with Mr. O</li> </ul>   | <ul style="list-style-type: none"> <li>• Lead children in tracing a huge letter O using long arm and body movements.</li> <li>• Explain that the letter o sound is the sound you make when the doctor looks into your mouth.</li> </ul>  | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Mr. O's song that begin with the letter O.</li> <li>• Point and read text that is part of the illustrations. Ask children to identify examples of opposite.</li> </ul>   |
| <b>Comprehension</b>  | <ul style="list-style-type: none"> <li>• Asks and answers questions</li> <li>• Uses picture cues</li> <li>• Describes the role of author</li> <li>• Describes the role of illustrator</li> </ul>   | <ul style="list-style-type: none"> <li>• Read "Bear Feels Sick" What seems to help Bear feel better?</li> <li>• Introduce the focus questions: Name things they can do when they feel good.</li> <li>• Reread "Bear Feels Sick". How else do Bear's friends soothe him?</li> <li>• Read About Mr. O. How can you tell Mr. O is opposite?</li> </ul> | <ul style="list-style-type: none"> <li>• Use descriptive language to help children understand key details portrayed in the pictures.</li> <li>• When asking comprehension questions, if a child gives a single-word response, model repeating their response in a complete sentence.</li> </ul>        | <ul style="list-style-type: none"> <li>• As children respond to the week's focus questions, encourage them to elaborate on their responses by adding details about ways they stay healthy.</li> <li>• Challenge children to create a to-do list for caregivers who are taking care of someone who is sick.</li> </ul> |
| <b>Responding to Texts</b>  | <ul style="list-style-type: none"> <li>• Interacts with a variety of text types</li> <li>• Understands directionality</li> <li>• Distinguishes real from make-believe</li> <li>• Make predictions</li> <li>• Recalls details</li> <li>• Makes connections</li> </ul> | <ul style="list-style-type: none"> <li>• Read "My Body". DO you think we will learn about real people or make-believe people? (After reading) Were we right?</li> <li>• Read "Bear Feels Sick". How do you know when you are really sick?</li> </ul>  | <ul style="list-style-type: none"> <li>• While reading, "Bear Feels Sick," encourage children to talk about what they see happening in the pictures.</li> <li>• While discussing opposite words yes, no, stop go, fast, slow, encourage children to mimic motions that go with these words.</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage children to retell the story, "Bear Feels Sick," and prompt them to use sequence words such as first, next, and last.</li> <li>• Have children think of another line to Mr. O's word play.</li> </ul>  |

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| Subject:           | Objective:  | Activities  | Remediation:   | Enrichment:   |
|--------------------|---|---|--|---|
| <b>Writing</b>     | <ul style="list-style-type: none"> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Dictates sentences and stories</li> <li>• Writes name</li> <li>• Writes to narrate an event</li> <li>• Presents to peers</li> <li>• Participates in shared writing</li> </ul> | <ul style="list-style-type: none"> <li>• Students trace Oo with their finger</li> <li>• Begin class book, "Bear's Friends."</li> <li>• Bear's friends' _____.</li> <li>• Illustrate.</li> <li>• Dictate or complete using developmental writing tools.</li> <li>• Write name.</li> <li>• Students read their page from the class book, "Bear's Friends."</li> <li>• Draw a picture of yourself doing something healthy</li> </ul>   | <ul style="list-style-type: none"> <li>• While drawing healthy foods, if children struggle, provide pictures of healthy food and encourage them to pick their favorites. Provide highlighter words for children to trace to practice writing these words.</li> </ul>   | <ul style="list-style-type: none"> <li>• Prompt children to create labels for the foods included on the class food chart.</li> </ul>  |
| <b>Mathematics</b> | <ul style="list-style-type: none"> <li>• Counts to determine quantity</li> <li>• Recites numbers in order</li> <li>• Recognizes numerals</li> <li>• Writes numerals</li> <li>• Compares quantities</li> <li>• Reasons abstractly and quantitatively</li> </ul>  | <ul style="list-style-type: none"> <li>• Introduce counting rhyme</li> <li>• Display Teacher Time Saver 1; trace the numbers 1-3 on the card and in the air</li> <li>• Display dot cards to show how many; match numerals to dot cards.</li> <li>• Introduce numeral cards 4-5;</li> <li>• Introduce dot cards and match numerals with the dot cards</li> <li>• Draw pictures to tell how many.</li> <li>• Trace numerals 4-5 with finger and in the air</li> <li>• Guide counting with rhymes</li> <li>• Show numeral card 0; trace card and write 0 in the air.</li> <li>• Display counting jars; count seeds in each jar; write the numeral</li> <li>• <i>Are the amounts the same/different? Which jar has more?</i></li> <li>• Introduce <b>five frame</b>.</li> </ul> | <ul style="list-style-type: none"> <li>• Draw ten fish on chart paper. Write numerals 1-10 on each fish. Point to each fish as you say the counting rhyme.</li> <li>• Give each child a set of numeral cards with pipe cleaners on top of each numeral form and encourage them to use their cards to trace the numerals.</li> <li>• While counting backwards, if children struggle to put down their fingers while counting aloud, allow them to lay their hand on the floor, and curl one finger at a time.</li> <li>• While reviewing comparing quantities, provide children their own set objects to count along with the class.</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge children to draw pictures of one object, two objects, three, four or five objects, etc.</li> <li>• Have children create a collage of items in groups ranging from zero to five. Encourage them to label their collages with numbers.</li> <li>• While reviewing comparing quantities, ask children to count and compare all three jars. Have children write the counted numbers and place them in counting order.</li> <li>• While discussing the five frame, have children draw their own numeral cards to populate the five frame. Have children take the counters off and count backwards.</li> </ul> |

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| <b>Subject:</b>               | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>   | <b>Enrichment:</b>  |
|-------------------------------|---|--|---|---|
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Demonstrates healthy habits</li> <li>• Understands healthy nutrition choices</li> <li>• Engages in fitness activities</li> <li>• Identifies parts of the body</li> </ul> | <ul style="list-style-type: none"> <li>• Read, "Bear Feels Sick;" <i>What seems to help bear feel better?</i></li> <li>• <i>What things can you do to feel good?</i></li> <li>• We stay healthy by_____.</li> <li>• Anchor Chart; _____ is healthy.</li> <li>• <i>What is your favorite way to exercise?</i></li> <li>• <i>Display Action Rhyme Flip Chart: Be Healthy;</i> draw a picture of the kinds of foods you eat to stay healthy.</li> <li>• <i>What can happen when we are not healthy? Why is it important to stay healthy?</i></li> <li>• <i>Why did Mr. O go to the doctor?</i></li> </ul> | <ul style="list-style-type: none"> <li>• Provide pictures that represent the vocabulary words sick and healthy. Have children sort them into two groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children tell a partner a story about what is happening on this week's anchor chart.</li> </ul> |

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| ACADEMIC LEARNING CENTERS  |   |   |  |   |
|--|---|---|--|---|
| <p><b>Letter People Place</b><br/> <b>Mr. O's Letter Play</b><br/>           Children make puppets and trace Oo on forms.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, play dough, crayons</li> <li>• Plastic Oo letters</li> <li>• Mr. O. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/> <b>Gone Fishing</b><br/>           Students fish for the letters Oo. When they find one they can think/draw/write a word beginning with Oo.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Variety of plastic letters including Oo</li> <li>• drawing and writing materials</li> </ul>   | <p><b>Math</b><br/> <b>Counting to 5</b><br/>           Choose 5 objects to glue down. Practice counting from 1-5; 5-1; and those ready can write numbers.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Construction paper, pencils, glue</li> <li>• containers of small art objects (beans, popcorn seeds, cheerios)</li> </ul>                         | <p><b>Theme Library &amp; Reading and Listening</b><br/> <b>Reading Nook</b><br/>           Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>Bear Feels Sick</i></li> <li>• Letter Oo's song</li> <li>• Letter people big book</li> <li>• <i>Opposite!</i></li> <li>• Class book: Bear's Friends</li> <li>• Student reader: <i>My Body</i></li> <li>• Action Rhyme: "Be Healthy"</li> <li>• Theme related books</li> <li>• Drawing and related materials</li> </ul> | <p><b>Small Group</b><br/>           In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/> <i>ELA-pg. 1, 2, 3</i><br/> <i>Math- pg. 4</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>           Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/> <b>Staying Healthy</b></p> <p>Role play a healthy day of healthy meals, exercising, working, playing, and getting plenty of sleep<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Toy props such as dishes and plastic foods, pillows, blankets, workout items</li> </ul>                       | <p><b>Art Studio</b><br/> <b>Make Body Prints</b></p> <p>Trace outline of each child's body on butcher paper. Invite children to decorate their paper body by adding hair, clothes, jewelry or whatever they choose.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Butcher paper, crayons, glue, craft materials: cotton, yarn, fabric pieces, construction paper, buttons</li> </ul> | <p><b>Technology</b><br/> <b>ePlay and Learn</b></p> <p>Children follow along in Mr. O's eBook. As they read, they listen to words beginning with Oo sound. Children play Mr. N games.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Opposite!</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/> <b>Washing Hands</b><br/>           Children practice washing hands. Provide soap and towels.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• water</li> <li>• soap and towels</li> </ul>   | <p><b>Construction Zone</b><br/> <b>Build It</b><br/>           Children think of places they know that keep people healthy, such as doctors office, hospitals, health food stores.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• building blocks</li> <li>• Paper</li> <li>• crayons</li> </ul>  |

|  |                                      |  |  |  |
|--|--------------------------------------|--|--|--|
| <b>Week 2:1/30/2023</b>  | <b>Theme 4: Health and Nutrition</b> | <b>Focus Question: What food is good for us?</b> |  |  |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1 Approaches to Learning PK.AL.4</b> exhibits curiosity, interest, and willingness to learn new things and have new experiences.</p> <p><b>Domain 2 Physical Development and Health PK.PDH.8</b> Demonstrates awareness and understanding of healthy habits.</p> <p><b>Domain 3 Social and Emotional Learning PK.SEL.7</b> Adapts to change.</p> <p><b>Domain 4b Communication, Language and Literacy PK.AC.1</b> Demonstrates understanding of the organization and basic features of print.</p> <p><b>Domain 5a Mathematics PK.MATH.3</b> Understands the relationship between numbers and quantities 10, connects counting to cardinality.</p>  |                                      |  |  |  |
|  |                                      |  |  |  |
| <p><b>MLL Support:</b></p> <p>Teachers use key phrases in the home languages of the children to talk about food (translate: Bon appetite!)</p> <p>Encourage children to speak to classmates who share their language about food they eat at home.</p> <p>Provide students with a through selection of visual aids labeled in multiple languages to talk about food.</p> <p><b>Multilingual Library: My Garden; Baja!, gatito!</b></p> <p>Spanish: Healthy food song: <a href="https://www.youtube.com/watch?v=g_aWb2C4n6o">https://www.youtube.com/watch?v=g_aWb2C4n6o</a></p> <ul style="list-style-type: none"><li>- Why is healthy food important: <a href="https://www.youtube.com/watch?v=9_F9UBNE9sc&amp;t=28s">https://www.youtube.com/watch?v=9_F9UBNE9sc&amp;t=28s</a></li></ul> <p>Portuguese: Healthy food song: <a href="https://www.youtube.com/watch?v=UfdT8lcASTw">https://www.youtube.com/watch?v=UfdT8lcASTw</a></p> <ul style="list-style-type: none"><li>- Healthy food: <a href="https://www.youtube.com/watch?v=NZgK8e1zzHQ">https://www.youtube.com/watch?v=NZgK8e1zzHQ</a></li></ul> <p>Arabic: Steve &amp; Maggie healthy food: <a href="https://www.youtube.com/watch?v=ijoHX_FVqvY">https://www.youtube.com/watch?v=ijoHX_FVqvY</a></p> <ul style="list-style-type: none"><li>- Healthy food for kids: <a href="https://www.youtube.com/watch?v=OFE-yHWvTNE">https://www.youtube.com/watch?v=OFE-yHWvTNE</a></li></ul> |                                      |  |  |  |
| <p><b>Vocabulary:</b> Wow Words: tasty, colossal, nibble, energetic, gobble</p>  |                                      |  |  |  |

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**Writing: Interactive Writing:** Create a T-chart using the titles Things we Gobble and Things we nibble. Use the sentence starter, I gobble/nibble \_\_\_ because \_\_\_\_\_. Teacher records responses and reads afterwards. **Class Book:** Let’s eat. Draw a picture of themselves eating a healthy food for breakfast lunch or dinner. Complete the sentences I eat \_\_\_ for \_\_\_\_\_.

**Theme/Seasonal Project Ideas:** letter C cats. “Sometimes food” and “Anytime food” t chart, cut and glue pictures. Cooking project: carrot cake. Healthy foods taste test (carrots, cauliflower, celery).

**Additional Read Aloud Options from Classroom Library:** Monsters Don’t Eat Broccoli by Barbara Jean Hicks, Lunch by Denise Fleming

| Subject:                            | Objective:  | Activities  | Remediation:   | Enrichment:   |
|-------------------------------------|---|---|--|---|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>• Identifies personal feelings</li> <li>• Demonstrates independence</li> <li>• Recognizes and regulates behavior and emotions</li> </ul> | <ul style="list-style-type: none"> <li>• Anchor chart: Which food would you want to nibble on as dinner is being made?</li> <li>• Children can take turns being the line leader</li> <li>• Counting 1-5. Children can share their books with each other appropriately.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children turn and talk with a partner to discuss their favorite healthy food. Model positive peer interactions.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children lead a class discussion about their favorite healthy food and practice ways to speak politely and take turns talking.</li> </ul> |

**Second Step**

**Week 15**  
**Strong Feelings**

Simply naming a feeling can help make the feeling less strong, because it engages the thinking part of the brain. This is a helpful strategy for children when they are upset.

Objectives:

Children will be able to: 1. Name their feelings in response to scenarios 2. Demonstrate how to calm down in response to scenarios

Learning Concepts:

- Naming your feeling can help you calm down.
- It helps to talk to a grown-up when you feel scared or sad.

Key Words:

- Name
- Naming

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| Subject:  | Objective:  | Activities  | Remediation:  | Enrichment:   |
|---|---|---|---|---|
| <b>Alphabet Knowledge</b>   | <ul style="list-style-type: none"> <li>Recognizes and names letter C</li> <li>Recognizes letter-sound relationships</li> <li>Blends and segments syllables</li> </ul> | <ul style="list-style-type: none"> <li>Meet Mr. C</li> <li>Learn More About Mr. C</li> <li>Letter Forms for Cc</li> <li>Read About Mr. C</li> <li>Meet and Greet Mr. C</li> <li>Have Fun with Mr. C</li> </ul>  | <ul style="list-style-type: none"> <li>Invite children to put on hats or caps and move freely to the music in Mr. C's song.</li> <li>Encourage children to draw the letter C in the air as they move to the music in Mr. C's song.</li> </ul>   | <ul style="list-style-type: none"> <li>Have children identify the words they hear in Mr. C's song that begin with the c sound.</li> <li>Have children go on a scavenger hunt to find objects that begin with the letter C. Have them use sticky notes to mark the objects they find.</li> </ul> |
| <b>Comprehension</b><br><br><b>*Add in Theme 8 Week 4 Text Before it Gets to the Store* This will serve as the second text for second reading</b> | <ul style="list-style-type: none"> <li>Asks and answers questions</li> <li>Uses picture cues</li> <li>Recalls details</li> <li>Retells stories</li> </ul>             | <ul style="list-style-type: none"> <li>Read "Let's Eat". Children respond to questions in the story. What can you tell me about these foods?</li> <li>Reread "Let's Eat". What do you remember about this book? Use Attachables to create a healthy and not healthy column.</li> <li>Learn More About Mr. C. How would you describe Mr. C's Clap?</li> <li>Reread "Counting at the Zoo". What did we enjoy reading about in this book?</li> <li>Read "Come Out and Play" Where was Mr. C hiding? Which words make the /k/ sound?</li> </ul> | <ul style="list-style-type: none"> <li>While reading, "Come out and play," reinforce children's understanding of position words by saying a word and modeling the position. Have children mimic your actions.</li> </ul>  | <ul style="list-style-type: none"> <li>Ask children to extend Mr. C's story by suggesting other places where Mr. C could have been hiding. Provide the sentence frame.</li> </ul>   |
| <b>Responding to Texts</b>  | <ul style="list-style-type: none"> <li>Makes predictions</li> <li>Makes connections</li> <li>Distinguishes real from make-believe</li> </ul>                          | <ul style="list-style-type: none"> <li>Read "Counting at the Zoo". What do you think this book will be about?</li> <li>Reread "Let's Eat". How do those foods help your body stay healthy? Discuss why muscles and bones are important.</li> <li>Read "Apples". Do you think we will learn about something real or make-believe? What colors can apples be?</li> </ul>  | <ul style="list-style-type: none"> <li>After reading, "Let's Eat," have children draw pictures of their favorite breakfasts and have children circle all of the healthy foods.</li> <li>While doing the, "Be Healthy," chant, have children demonstrate what they like to do when they have a lot of energy.</li> </ul> | <ul style="list-style-type: none"> <li>After reading, "Let's Eat," encourage children to role play going to a restaurant and ordering a healthy meal.</li> <li>While doing the, "Be Healthy," challenge children to name one food item from each of the food groups.</li> </ul>                 |

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| Subject:           | Objective:   | Activities  | Remediation:   | Enrichment:  |
|--------------------|--|---|--|--|
| <b>Writing</b>     | <ul style="list-style-type: none"> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Dictates sentences and stories</li> <li>• Writes name</li> <li>• Writes to inform</li> <br/> <li>• Presents to peers</li> <br/> <li>• Participates in shared writing</li> <li>• Writes a list</li> <li>• Writes to express an opinion</li> </ul> | <ul style="list-style-type: none"> <li>• Students trace letter Cc with their finger</li> <li>• Begin class book, "Eating Healthy." I eat ____ for ____.</li> <li>• Dictate or complete using developmental writing skills. Illustrate. Write name.</li> <li>• Students read their page in the class book, "Eating Healthy."</li> <li>• Create 2-Column chart; label "Nibble/Gobble"</li> <li>• I gobble because ____.</li> <li>• I nibble because ____.</li> </ul>  | <ul style="list-style-type: none"> <li>• While reciting Mr. C's poem, write out the words, display them, and point to each word as children recite the poem as a class.</li> <li>• While completing a shared writing, encourage the children to mime gobbling and nibbling.</li> </ul>   | <ul style="list-style-type: none"> <li>• Have children draw a picture of something else Mr. C would like to eat. Encourage children to label their picture.</li> <li>• While completing a shared writing, have children take a survey to name two foods and poll the others to see which food would like to gobble and nibble. Have them share the results.</li> </ul>   |
| <b>Mathematics</b> | <ul style="list-style-type: none"> <li>• Recites numbers in order</li> <li>• Uses appropriate tools strategically</li> <li>• Counts to determine quantity</li> <li>• Models with mathematics</li> <li>• Uses 1-1 correspondence when counting</li> <li>• Counts to construct sets</li> <li>• Recognizes numerals</li> </ul>  | <ul style="list-style-type: none"> <li>• Guide counting with rhymes</li> <li>• Display Teacher Time Saver 41: Five Frame Tool; <i>How did we use this math tool?</i></li> <li>• Use five frame/counters to count fish.</li> <li>• Use five frame and counters to count animals in, "Counting at the Zoo."</li> <li>• What else do the five frames help you understand about numbers?</li> <li>• Use spinner to determine what number to make in the five frame.</li> <li>• <i>What number did the spinner land on; How many counters do we need?</i></li> <li>• Compare quantities with the five frame using Teacher Time Saver 43</li> </ul> | <ul style="list-style-type: none"> <li>• Before working with the five frame, have children count the animals on each page of the book, "Counting at the Zoo."</li> <li>• Make sure children are sitting close to the book so they can accurately see the groups of animals that are being counted.</li> <li>• For children struggling with recognizing the numbers on the spinner, allow them to practice spinning and matching the number with the appropriate dot card.</li> </ul> | <ul style="list-style-type: none"> <li>• Ask children questions about the five frame such as, how does a five frame help you understand how many things are in a group?</li> <li>• Guide children to understand that each group in the book has one more animal than the previous one.</li> <li>• Put students into groups and have them spin the spinner and compare to decide which number is more.</li> </ul> |

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| <b>Subject:</b>               | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>   | <b>Enrichment:</b>  |
|-------------------------------|---|--|---|---|
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Demonstrates healthy habits</li> <li>• Understands healthy nutrition choices</li> <li>• Identifies parts of the body</li> <li>• Demonstrates healthy habits</li> </ul> | <ul style="list-style-type: none"> <li>• <i>What can we do to stay <b>healthy</b>?</i></li> <li>• Turn and Talk: <i>“Which foods do you like to eat? Are they healthy?”</i></li> <li>• Foods help our muscles and bones stay strong</li> <li>• Discuss why muscles and bones are important.</li> <li>• Divide Attachables into “Healthy” or “Not Healthy” columns</li> <li>• Identify foods that are crunchy, healthy, tasty, and that give you energy.</li> <li>• Display p. 57 in Letter People Flip Chart; Discuss why each food is in each category</li> </ul> | <ul style="list-style-type: none"> <li>• While creating a list of healthy foods, display the healthy food Attachables and have children identify which foods they like to eat.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children write healthy foods on post it notes to add to our class list of healthy foods.</li> </ul> |

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| ACADEMIC LEARNING CENTERS  |   |   |   |   |
|--|---|---|---|---|
| <p><b>Letter People Place</b><br/> <b>Mr. C's Letter Play</b><br/>           Create c puppet. Children form letter C in sand. Trace C on form page and fill them with cotton.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, tray of sand, cotton and glue</li> <li>• Plastic Cc letters</li> <li>• Mr. C. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/> <b>Good Things to Eat</b><br/>           Children think of a healthy meal to eat. Children decorate a paper plate with the healthy meal, cutting food from construction paper or drawing</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Paper plates</li> <li>• construction paper</li> <li>• Scissors, glue</li> <li>• markers</li> </ul> | <p><b>Math</b><br/> <b>Frame It</b><br/>           Children use 5 frame mats and counters to practice showing different quantities. Use numeral cards</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printable resources: Teacher Time Savers: 12, 33, and 40</li> <li>• Spinner 1-5</li> <li>• counters</li> </ul>  | <p><b>Theme Library &amp; Reading and Listening</b><br/> <b>Reading Nook</b><br/>           Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>Let's Eat</i></li> <li>• Letter C's song</li> <li>• Letter people big book</li> <li>• <i>Come Out and Play</i></li> <li>• Class book: Eating Healthy</li> <li>• Student reader: <i>Apples</i></li> <li>• Action Rhyme: Be Healthy"</li> <li>• Theme related books</li> <li>• Drawing and related materials</li> </ul> | <p><b>Small Group</b><br/>           In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/> <i>ELA-pg. 5, 6, 7</i><br/> <i>Math- pg. 8</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>           Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/> <b>Grocery Store Tour</b></p> <p>Children take turns pretending to be grocers at a grocery store.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• plastic foods</li> <li>• grocer's apron</li> <li>• Reusable grocery bag</li> </ul>  | <p><b>Art Studio</b><br/> <b>Healthy Mobiles</b></p> <p>Children choose 3 healthy pictures from magazine and glue on to pre-made mobiles.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Preassembled mobiles, paper plates with 3 rectangles</li> <li>• healthy eating pictures from magazines</li> <li>• glue</li> </ul>   | <p><b>Technology</b><br/> <b>ePlay and Learn</b></p> <p>Children follow along in Mr. C's eBook. As they read, they listen to words beginning with /c/ sound. Children play Mr. C games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Come Out and Play</i></li> <li>• Online Mod: <i>Counting at the Zoo, Let's Eat!</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> <li>•</li> </ul> | <p><b>Exploration Station</b><br/> <b>Food Exploration</b></p> <p>Provide healthy foods that have diff textures and smells. Cut in half for children to explore how it looks, smells, feels and tastes. Ask how they are similar and different.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Hand lens</li> </ul>  | <p><b>Construction Zone</b><br/> <b>Color Groupings</b></p> <p>Children build colossal structures for Mr. C. Make small buildings for Mr. O (the opposite)</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> </ul>   |

|  |                                      |  |
|--|--------------------------------------|--|
| <b>Week 3: 2/6/2023</b>  | <b>Theme 4: Health and Nutrition</b> | <b>Focus Question: Why should we exercise?</b> |
| <b>Next Generation Standards:</b><br><b>Domain 1 Approaches to Learning PK.AL.2</b> Actively engages in problem solving.<br><b>Domain 2 Physical Development and Health PK.PDH.8</b> Demonstrates awareness and understanding of healthy habits.<br><b>Domain 3 Social and Emotional Learning PK.SEL.5</b> Demonstrates pro-social problem solving skills in social interactions.<br><b>Domain 4a Communication, Language and Literacy PK.AC.5</b> Demonstrates a growing expressive vocabulary.<br><b>Domain 5a Mathematics PK.MATH.3</b> Understands the relationship between numbers and quantities 10, connects counting to cardinality.   |                                      |  |
|  |                                      |  |
| <b>MLL Support:</b><br>Play songs and narrations in the home languages about the importance of exercising.<br>Utilize online videos to engage students in body movement while repeating key phrases.<br><b>Multilingual Library: Me Gusta Jugar Deportes</b><br>Spanish: <a href="https://www.youtube.com/watch?v=z0bcBtLZgHQ">https://www.youtube.com/watch?v=z0bcBtLZgHQ</a> Yoga in Spanish: <a href="https://www.youtube.com/watch?v=LOYxOzMUgAY">https://www.youtube.com/watch?v=LOYxOzMUgAY</a><br>Portuguese: <a href="https://www.youtube.com/watch?v=IJNoOMmU6PQ">https://www.youtube.com/watch?v=IJNoOMmU6PQ</a> Yoga in Portuguese: <a href="https://www.youtube.com/watch?v=5RfWgMJ6dcw">https://www.youtube.com/watch?v=5RfWgMJ6dcw</a><br>Arabic: <a href="https://www.youtube.com/watch?v=V-XxnIHZIM8">https://www.youtube.com/watch?v=V-XxnIHZIM8</a> Yoga in Arabic <a href="https://www.youtube.com/watch?v=pOuS2SDzbnk">https://www.youtube.com/watch?v=pOuS2SDzbnk</a> |                                      |  |
| <b>Vocabulary:</b> Wow Words: enthusiastic, vigorous, active, sprint, amble  |                                      |  |
| Writing: <b>Interactive Writing:</b> Create a T-chart of activities that are Active and Non Active, such as reading a book is non active. Teacher records responses and reads afterwards. <b>Class Book:</b> Get up and go. Draw a picture of a favorite exercise. Complete the sentence The exercise I like is ____.  |                                      |  |
| <b>Theme/Seasonal Project Ideas:</b> letter E elephant, using paper plate cut in half for the ears. Egg project, oval cut open with the yolk as the letter E.<br><b>Additional Read Aloud Options from Classroom Library:</b> Exercising by Robin Nelson, Little Yoga by Rebecca Whitford and Martina Selway, From Head to Toe by Eric Carle   |                                      |  |

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| Subject:                            | Objective:  | Activities  | Remediation:  | Enrichment:  |
|-------------------------------------|---|---|---|--|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Respects personal boundaries</li> <li>Understands and follows rules and routines</li> </ul>  | <ul style="list-style-type: none"> <li>During recess children can do their favorite exercise while keeping safety in mind.</li> <li>Grow with the Letter People: flip chart p. 61. Encourage the children to tell how these activities keep them healthy and safe.</li> </ul> | <ul style="list-style-type: none"> <li>As we discuss Ms. E's schedule, have children act out the things she does throughout the day.</li> </ul> | <ul style="list-style-type: none"> <li>As we discuss Ms. E's schedule, have children make a cartoon strip that shows healthy things to do throughout the day.</li> </ul> |
| <b>Second Step</b>                  | <p><b>Week 16</b><br/> <b>Managing Disappointed</b></p> <p>Young children have strong feelings about what they want, and they may feel strong disappointment when they don't get it. Adults may be tempted to give children what they want when they are disappointed, but it is important for children to understand that they can't always have what they want.</p> <p>Slow belly breathing helps lower blood pressure and heart rate, which calms the body. In contrast, noisy, fast breathing and breathing from the chest can cause children to feel more upset.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Demonstrate belly breathing</li> <li>Demonstrate the Calming-Down Steps in response to scenarios</li> </ul> <p>Learning Concepts:</p> <ul style="list-style-type: none"> <li>When you don't get what you want, you can feel disappointed.           <ul style="list-style-type: none"> <li>Belly breathing calms down strong feelings.</li> </ul> </li> <li>Belly breathing pushes the belly out when you breathe in.</li> </ul> <p>Key Words:</p> <ul style="list-style-type: none"> <li>Disappointed</li> </ul> |   |   |  |

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| <b>Subject:</b>            | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>   | <b>Enrichment:</b>   |
|----------------------------|---|--|---|--|
|                            |   |  | <ul style="list-style-type: none"> <li>• Belly breathing               <ul style="list-style-type: none"> <li>• Belly</li> <li>• Breathe</li> </ul> </li> </ul>   |  |
| <b>Alphabet Knowledge</b>  | <ul style="list-style-type: none"> <li>• Recognizes and names letter E</li> <li>• Recognizes letter sound relationships</li> </ul>  | <ul style="list-style-type: none"> <li>• Meet Ms. E</li> <li>• Learn More About Ms. E</li> <li>• Letter Forms for Ee</li> <li>• Meet and Greet Ms. E</li> <li>• Have Fun with Ms. E</li> </ul>   | <ul style="list-style-type: none"> <li>• Encourage children to exercise to the music in Ms. E’s song.</li> <li>• Have children draw an E in the air as they move to the music in Ms. E’s song.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear on Ms. E’s song that begin with the letter e.</li> <li>• Have children go on a scavenger hunt to find objects that begin with the letter E. Have them use sticky notes to mark the objects they find.</li> </ul> |
| <b>Comprehension</b>       | <ul style="list-style-type: none"> <li>• Asks and answers questions</li> <li>• Uses picture cues</li> <li>• Describes the role of author and illustrator.</li> <li>• Recalls details</li> <li>• Retells stories</li> <li>• Describes connections in text</li> </ul> | <ul style="list-style-type: none"> <li>• Read “Get up and Go!” While looking at the cover ask: What are these kids doing? Use Attachables to answer the questions in the story.</li> <li>• Reread “Get up and Go” What is Exercise? Use Vocabulary card 72.</li> <li>• Read Ms. E’s letter: What does Ms. E do to exercise?</li> <li>• Read “What does Everybody Need?” Why is it important to be loved by our family and friends? Who likes to get lots of sleep?</li> <li>• Read “We Like Exercise”. How is swimming like riding a bike</li> </ul> | <ul style="list-style-type: none"> <li>• While reading, “What Does Everybody Need?” have children act out the movements as you recite the word play.</li> </ul>   | <ul style="list-style-type: none"> <li>• While reading, “What Does Everybody Need?” have children suggest their own actions for the second line of the poem.</li> </ul>  |
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>• Distinguishes between real and make-believe</li> <li>• Makes connections</li> </ul>  | <ul style="list-style-type: none"> <li>• Read “Get up and Go” Do you think is story is real or make-believe? What is your favorite way to exercise at recess?</li> <li>• Reread “What does everybody need?” Ask personal questions related to the events in the story.</li> </ul>  | <ul style="list-style-type: none"> <li>• While reading, “Get Up and Go,” have children demonstrate their favorite activities/exercises as you read the book.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• While reading, “Get Up and Go,” have children describe what exercises they are enthusiastic about doing and encourage them to tell why they are enthusiastic.</li> </ul>  |

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| Subject:           | Objective:   | Activities   | Remediation:  | Enrichment:  |
|--------------------|--|--|---|--|
| <b>Writing</b>     | <ul style="list-style-type: none"> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Dictates sentences and stories</li> <li>• Writes name</li> <li>• Writes to express an opinion.</li> <li>• Presents to peers</li> <br/> <li>• Participates in shared writing</li> </ul> | <ul style="list-style-type: none"> <li>• Students trace Ee with their finger.</li> <li>• Begin class book, "We Like."<br/>The exercise I like is ____.<br/>Dictates or completes using developmental writing skills.<br/>Illustrate.<br/>Write name.</li> <li>• Students read their page in class book, "Exercises We Like."</li> <li>• Create a 2-column chart: ____ is active. ____ is not active</li> </ul> | <ul style="list-style-type: none"> <li>• Have children make draw pictures of the things they would like to have in their own house to exercise with and provide highlighter letters so they can practice writing these words.</li> </ul>  | <ul style="list-style-type: none"> <li>• Have children make a list or draw pictures of the things they would like to have in their own house to exercise with.</li> </ul>  |
| <b>Mathematics</b> | <ul style="list-style-type: none"> <li>• Counts to determine quantity</li> <li>• Looks for and makes use of structure</li> <li>• Uses 1-1 correspondence when counting</li> <li>• Recognizes numerals</li> <li>• Writes numerals</li> </ul>  | <ul style="list-style-type: none"> <li>• Guide counting with rhymes</li> <li>• Introduce numeral 6 card and dot card for 6.</li> <li>• Trace 6 on the card and in the air.</li> <li>• Draw a picture of 6 simple shapes, touch count, and write numeral 6 as children draw 6 in the air.</li> <li>• Repeat for numbers 7, 8 9 and 10.</li> </ul>   | <ul style="list-style-type: none"> <li>• Give children six paper fish counters. Have them pick up, count, and lay down each counter one by one, until they count to 6.</li> <li>• Clap seven times and have children count aloud as you clap.</li> <li>• Give children a dot card for 8 and have children point as you count the dots.</li> <li>• Provide nine plastic cups with the numbers written on them and have children fill each cup with the appropriate number of pom-poms.</li> <li>• To reinforce the number 10, trace a child's two hands side by side and count the ten fingers.</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge children to draw an ocean scene with 6 fish in the water and label them 1-6.</li> <li>• Have children make groups of 7 objects and label them with sticky notes.</li> <li>• Have children go around the room and create groups of 8 objects (ex. stack of 8 books).</li> <li>• Challenge children to find a domino with nine. Have children randomly pull from a bag of dominoes and count the dots.</li> <li>• Challenge children to make the connection that 5 and 5 are 10. Ask them to create a group of 10 made from two groups of 5.</li> </ul> |

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| Subject:                      | Objective:  | Activities  | Remediation:  | Enrichment:   |
|-------------------------------|---|---|---|---|
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Engages in fitness activities</li> <li>• Identifies parts of the body</li> <li>• Understands basic needs</li> <li>• Explores living things</li> <li>• Understands time and events</li> </ul> | <ul style="list-style-type: none"> <li>• <i>What types of exercises are you enthusiastic about doing?</i></li> <li>• <i>What do people do when they exercise?</i></li> <li>• <i>How does exercise help us?</i></li> <li>• Pick an exercise from Attachables; describe or demonstrate it; <i>Is it an indoor or outdoor exercise?</i></li> <li>• <i>What parts of the body benefit from exercise?</i></li> <li>• <i>How does exercising keep you fit?</i></li> <li>• Discuss how, “What Does Everybody Need” is true of people and animals.</li> <li>• Why do we need a home?</li> <li>• Why is it important to be loved by our family/friends?</li> <li>• Recite Mr. E’s word play</li> <li>• Describe things class does on a regular <b>schedule</b>.</li> </ul> | <ul style="list-style-type: none"> <li>• After reading, “Get up and Go,” help children identify an exercise as outdoor or indoor by pointing out the picture cues on each of the Attachables.</li> <li>• While chanting, “Exercise,” if children are having difficulty identifying a favorite exercise, prompt children to choose an exercise from the action rhyme.</li> </ul> | <ul style="list-style-type: none"> <li>• After reading, “Get up and Go,” have children draw pictures of their favorite outdoor exercise and favorite indoor exercise and label their pictures.</li> <li>• While chanting, “Exercise,” have children make up different motions for the action rhymes.</li> </ul> |

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| ACADEMIC LEARNING CENTERS   |   |  |   |  |
|---|---|--|---|--|
| <p><b>Letter People Place Ms. E's Letter Play</b><br/>           Children</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, play dough, blue watercolor paints, water, paintbrushes,</li> <li>• Plastic Ww letters</li> <li>• Mr. W. (when not in small group)</li> </ul> | <p><b>Emergent Writing Write About It</b><br/>           Children find and cut out pictures from magazines that show people exercising in different ways. Glue pictures to top of sheet. Use letters/scribbles/write pictures.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Magazines</li> <li>• Scissors and glue</li> <li>• Paper and pencils</li> </ul> | <p><b>Math Number Collages</b><br/>           Children choose any number from 6 to 10 and then create different groups of objects with the quantity.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Construction paper/glue</li> <li>• Pom-poms, macaroni noodles, toothpicks, paper squares</li> </ul>   | <p><b>Theme Library &amp; Reading and Listening Reading Nook</b><br/>           Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>Get Up and Go!</i></li> <li>• Letter E's song</li> <li>• Letter people big book</li> <li>• <i>What Does Everybody Need?</i></li> <li>• Class book: <i>Exercises We Like</i></li> <li>• Student reader: <i>We Like Exercise!</i></li> <li>• Action Rhyme: "Exercise!"</li> <li>• Theme related books</li> <li>• Drawing and related materials</li> </ul> | <p><b>Small Group</b><br/>           In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/> <i>ELA-pg. 9, 10, 11</i><br/> <i>Math- pg. 12</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>           Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play Workout!</b></p> <p>Role play fitness instructor and fitness student. Provide workout props. Make weights for Ms. E.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Workout props: gym mat, water bottles, towels</li> <li>• Black construction paper, toilet paper roll, tape</li> </ul>    | <p><b>Art Studio I Like to...</b></p> <p>Children make an exercise poster, painting a picture of themselves doing their favorite form of exercise. Write why they like that exercise.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Easel paper, tempera</li> <li>• Paints, paintbrushes, pencils</li> </ul>  | <p><b>Technology ePlay and Learn</b></p> <p>Children follow along in Ms. E's eBook. As they read, they listen to words beginning with /e/ sound. Children play Ms. E's games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>What Does Everybody Need?</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station Exercising My Arms</b><br/>           Children fill containers with water and pour into other containers. Talk to a friend which holds more and why is it harder to lift.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Water table</li> <li>• Variety of containers, such as pitchers, cups, funnels, etc.</li> </ul>  | <p><b>Construction Zone Obstacle Course</b><br/>           Children use blocks to build an obstacle course. Encourage them to take turns building the course and walking through it.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Large building blocks</li> </ul>  |

|   |                                      |  |  |
|---|--------------------------------------|--|--|
| <b>Week 4:</b> 2/13/2023  | <b>Theme 4:</b> Health and Nutrition | <b>100<sup>th</sup> Day of School Week</b> | <b>Focus Question:</b> Why should we stay clean? |
| <b>Next Generation Standards:</b><br><b>Domain 1 Approaches to Learning PK.AL.2</b> Actively engages in problem solving.<br><b>Domain 2 Physical Development and Health PK.PDH.7</b> Demonstrates personal care and hygiene skills.<br><b>Domain 3 Social and Emotional Learning PK.SEL.1</b> Regulates responses to needs, feelings and events.<br><b>Domain 4a Communication, Language and Literacy PK.AC.2</b> Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes).<br><b>Domain 5a Mathematics PK.MATH.3</b> Understands the relationship between numbers and quantities 10, connects counting to cardinality.   |                                      |  |  |
|   |                                      |  |  |
| <b>MLL Support:</b><br>Invite community members or guest parents to transcribe children’s narrations on their drawings of what they do to stay clean. Introduce translations of target vocabulary, teaching both the English word alongside the word in the home languages about self-hygiene and cleanliness.<br><b>Multilingual Library:</b> My Clothes<br>Spanish: <a href="https://www.youtube.com/watch?v=R9fW1kx3ZbA">https://www.youtube.com/watch?v=R9fW1kx3ZbA</a><br>Portuguese: hygiene for children <a href="https://www.youtube.com/watch?v=0_1lgrOHgJA">https://www.youtube.com/watch?v=0_1lgrOHgJA</a><br>Arabic: hygiene: <a href="https://www.youtube.com/watch?v=H3HPCc02DhI&amp;t=23s">https://www.youtube.com/watch?v=H3HPCc02DhI&amp;t=23s</a> |                                      |  |  |
| <b>Vocabulary:</b> Wow Words: groom, sparkling, grubby, thrive, gently  |                                      |  |  |
| Writing: <b>Interactive Writing:</b> Create a list of what we do to stay clean. Children respond to the question, what do you do to stay clean? Teacher records responses and reads afterwards. <b>Class Book:</b> I am clean, I am healthy. Draw a picture of themselves doing something that keeps their body clean. Complete the sentence I clean my _____.  |                                      |  |  |
| <b>Theme/Seasonal Project Ideas:</b> letter Y yarn lacing project. Brushing your teeth art project- tooth cut out of yellow construction paper, children paint it white using a toothbrush.   |                                      |  |  |

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**Additional Read Aloud Options from Classroom Library: Does an Elephant Take a Bath? By Fred Ehrlich M.D., Just Me in the Tub by Gina and Mercer Mayer**

| Subject:                            | Objective:  | Activities  | Remediation:   | Enrichment:   |
|-------------------------------------|---|---|--|---|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Recognizes and regulates behavior and emotions</li> </ul>  | <ul style="list-style-type: none"> <li>Counting 1-10. Reading through the book with a partner, sharing their favorite pages.</li> </ul>   | <ul style="list-style-type: none"> <li>Invite children to assist a partner in washing their hands using positive conversation exchanges.</li> </ul>  | <ul style="list-style-type: none"> <li>Have children work with a partner to draw a picture of Ms. Y doing a helpful habit and share with the class.</li> </ul>  |
| <b>Alphabet Knowledge</b>           | <ul style="list-style-type: none"> <li>Recognizes and names letter Y</li> <li>Recognizes letter-sound relationships</li> <li>Attends to sounds</li> <li>Differentiates letters from numerals</li> </ul>   | <ul style="list-style-type: none"> <li>Meet Ms. Y</li> <li>Learn More About Ms. Y</li> <li>Counting with a ten frame. Is this a word or a number?</li> <li>Letter Forms for Yy</li> <li>Read about Ms. Y</li> <li>Meet and Greet Ms. Y</li> <li>Have Fun with Ms. Y</li> <li>Revisit Mr. C and Ms. E</li> </ul>   | <ul style="list-style-type: none"> <li>Encourage children to move freely to the music in Ms. Y's song, but be aware of others when they stretch their arms to yawn.</li> <li>Tape a large letter Y made of yellow yarn on chart paper and have children trace the letter y with their finger.</li> </ul>                   | <ul style="list-style-type: none"> <li>Have children identify the words they hear in Ms. Y's song that begins with the letter Y.</li> <li>Have children go on a scavenger hunt to find objects that begin with the letter Y. Have them use sticky notes to mark the objects they find.</li> </ul> |
| Subject:                            | Objective:  | Activities  | Remediation:   | Enrichment:   |
| <b>Comprehension</b>                | <ul style="list-style-type: none"> <li>Uses picture cues</li> <li>Recalls details</li> <li>Asks and answers questions</li> <li>Makes inferences and draws conclusions</li> <li>Retells stories</li> </ul> | <ul style="list-style-type: none"> <li>Read "I am Clean, I am Healthy". Using the Attachables to help identify the sequence.</li> <li>Ten Little Elephants counting rhyme &amp; reread "Counting at the Zoo". Using the five frame to count.</li> <li>Reread "I am Clean, I am Healthy". Where are some things you remember about reading this book yesterday? What can you tell me about the girl's teeth?</li> <li>Read Ms. Y's letter. What is special about Ms. Y's yo-yo?</li> <li>Read "Yellow Yarn Yo-Yo" Why do you think the color yellow is used so much in this book?</li> </ul> | <ul style="list-style-type: none"> <li>After reading, "I am Clean, I am Healthy," have children demonstrate fixing their hair, washing their faces, brushing their teeth, and washing their hands.</li> <li>Display vocabulary cards and discuss groom, sparkly, and grubby before discussing the anchor chart.</li> </ul> | <ul style="list-style-type: none"> <li>After reading, "I am Clean, I am Healthy," have children draw pictures of themselves and label the things they use to keep different body parts clean, such as shampoo for their hair.</li> </ul>  |

Mount Vernon City School District  
 Universal Prekindergarten Curriculum Map 2022-2023

|                                   |   |   |   |   |
|-----------------------------------|---|---|---|---|
| <p><b>Responding to Texts</b></p> | <ul style="list-style-type: none"> <li>• Distinguishes between real and make-believe</li> <li>• Makes connections</li> <li>• Create a new story ending</li> </ul>   | <ul style="list-style-type: none"> <li>• Reread “I am Clean, I am Healthy”. What is one way you stayed clean today?</li> <li>• Reread “yellow Yarn Yo-Yo”. Children create a new ending to the story. If Ms. Y asked another Letter Person to play with her, who do you think she would ask?</li> <li>• Read “The Nap” What else might Ms. K have done to solve her problem?</li> </ul> | <ul style="list-style-type: none"> <li>• As the book, Yellow Yarn Yo-Yo is read, have children point to various objects in the picture and each time a yellow object is pointed to, have the children yodel.</li> </ul> | <ul style="list-style-type: none"> <li>• As the book, Yellow Yarn Yo-Yo is read, ask the children to extend the text by suggesting something else Ms. Y would enjoy playing with.</li> </ul>                    |
| <p><b>Writing</b></p>             | <ul style="list-style-type: none"> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Dictates sentences and stories</li> <li>• Writes name</li> <li>• Writes to inform</li> <li>• Presents to peers</li> <li>• Participates in shared writing</li> <li>• Writes to inform</li> </ul> | <ul style="list-style-type: none"> <li>• Students trace letter Yy with their finger</li> <li>• Begin class book, “Keeping Clean.” I clean my _____. Dictate or complete using developmental writing tools. Illustrate. Write name.</li> <li>• Students read their page in the class book.</li> </ul>  | <ul style="list-style-type: none"> <li>• During the shared writing, have children point to pictures in the book to help contribute to the shared writing.</li> </ul>  | <ul style="list-style-type: none"> <li>• During the shared writing, have children add to the classroom by making a hand washing sign to place in the restroom that shows how to wash hands properly.</li> </ul> |

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| Subject:                      | Objective:   | Activities  | Remediation:  | Enrichment:   |
|-------------------------------|--|---|---|---|
| <b>Mathematics</b>            | <ul style="list-style-type: none"> <li>• Counts to determine quantity</li> <li>• Recites numbers in order</li> <li>• Uses 1-1 correspondence when counting</li> <li>• Reasons abstractly and quantitatively</li> <li>• Uses appropriate tools strategically</li> <li>• Looks for and expresses regularity in repeated reasoning</li> <li>• Attends to precision</li> <li>• Measures length, weight and height</li> </ul> | <ul style="list-style-type: none"> <li>• Guide counting with rhymes</li> <li>• Display, “Counting at the Zoo;” one student counts animals on pages while another student places counters in the five frame.</li> <li>• <i>How many dolphins are doing tricks? Can we use a five frame to count them? Why not?</i></li> <li>• <i>Introduce a ten frame</i></li> <li>• On page 11, have students count the animals and place counters on the ten frame.</li> <li>• Display p. 12-13 in, “Counting at the Zoo;” guide them to notice the number of animals is equal to the number of counters in the ten frame.</li> <li>• Have children count backwards from 10-1.</li> <li>• Demonstrate how to measure the length of various objects using paper clips.</li> <li>• Display number book students worked on in small group; <i>What do you notice about the order of the pages in the number book?</i></li> </ul> | <ul style="list-style-type: none"> <li>• Before counting with the ten frame, have children focus on counting the animals on each page.</li> <li>• Print out a picture of an animal from the book and provide 10 copies. Have the children place these animals in the ten frame.</li> <li>• To practice counting backwards, have children place a puppet on each finger and as we count backwards, have children remove a puppet from their finger.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children randomly choose numbers cards from 1-10 and have them add the correct number to the ten frame.</li> <li>• Give children a sticky note and a pencil and as the book is read, have children write the numeral that represents the quantity on the page.</li> <li>• Have children complete a partially populated list from 10 – 0 and have them fill in the missing numbers.</li> </ul> |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Demonstrates healthy habits</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Why should we stay clean?</i></li> <li>• Explain germs are tiny living things that can sometimes make you sick.</li> <li>• <i>What are ways we can stay clean?</i></li> </ul>   | <ul style="list-style-type: none"> <li>• After reading, “I am Clean, I am Healthy,” have children pretend to brush their teeth and then smile.</li> <li>• Help children better understand how long they should be washing their hands by teaching them the song, “Scrub a Dub.”</li> </ul>  | <ul style="list-style-type: none"> <li>• After reading, “I am Clean, I am Healthy,” have children in groups of 4 draw the steps to healthy teeth brushing and make a book titled, Steps to Healthy Teeth.</li> <li>• Have children think of other cleaning routines not mentioned in the big book.</li> </ul>   |
|                               |  |   |   |   |

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### ACADEMIC LEARNING CENTERS

|   |   |  |   |   |
|---|---|--|---|---|
| <p><b>Letter People Place</b><br/><b>Mr. Y's Letter Play</b><br/>Children create Y stick puppet. Form letter with play dough. Trace letter from letter form and fill with yellow craft items</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, play dough, yellow craft items (yarn, felt, construction paper, ribbon)</li> <li>• Plastic Yy letters</li> <li>• Mr. Y. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/><b>Go Away, Germs!</b><br/>Students think of ways to keep themselves clean. Make a poster to show others how to keep clean. Use letters/symbols/scribbles to tell about it.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Drawing paper</li> <li>• Crayons, markers, pencils</li> </ul>  | <p><b>Math</b><br/><b>Count It</b><br/>Children show different quantities on 10 frame mats. Children throw dice and use counters to show that number on the ten frame.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Laminated 10 frame mats (Teacher Time Saver 44)</li> <li>• Counters</li> <li>• dice</li> </ul>  | <p><b>Theme Library &amp; Reading and Listening</b><br/><b>Reading Nook</b><br/>Encourage children to browse the books in the Theme Library. After books, songs, and rhymes are introduced place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>I am Clean, I am Healthy</i></li> <li>• Letter Y's song</li> <li>• Letter people big book</li> <li>• <i>Yellow Yarn Yo-yo</i></li> <li>• Class book: <i>Keeping Clean</i></li> <li>• Student reader: <i>The Nap</i></li> <li>• Action Rhyme: "Exercise!"</li> <li>• Theme related books</li> <li>• Drawing and related materials</li> </ul> | <p><b>Small Group</b><br/>In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/><i>ELA-pg. 13, 14, 15</i><br/><i>Math- pg. 16</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/><b>Get Ready for Bed</b><br/>Pairs role-play parent and child. "Parent" tell "child" to brush his/her teeth, wash face etc. Children switch</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Props such as hairbrushes, toothbrushes, toothpaste, soap, washcloths, towels.</li> </ul>   | <p><b>Art Studio</b><br/><b>Shampoo Painting</b><br/>Children use shampoo paint to paint picture of themselves staying clean by brushing teeth, fixing hair, washing faces. Use shampoo paint to paint with.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Tempera paints in various colors</li> <li>• Shampoo mix with the tempera paints (whip paint until fluffy and airy)</li> <li>• towel</li> </ul> | <p><b>Technology</b><br/><b>ePlay and Learn</b><br/>Children follow along in Mr. Y's eBook. As they read, they listen to words beginning with Y sound. Children play Mr. Y games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Yellow Yarn Yo-Yo</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/><b>Suds</b><br/>Variety of soap products and encourage children to use them to create soapsuds in the water. Talk about what they smell like, look like, and feel like.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Tub of water or water table</li> <li>• Soap products, bar soaps, liquid soap, and dishwashing soap</li> </ul>   | <p><b>Construction Zone</b><br/><b>Make a Maze</b><br/>Children work with a partner to build a maze with blocks that goes from a starting point to a "sink" Pretend washing their hands, brushing their teeth.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> </ul>   |

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|   |  |   |  |
|---|--|---|--|
| Week of:  | Unit of Study:<br>100 Days (in cooperation with current unit T4W4) | Day 1: (Day 97)<br><b>** remind students to bring in 100 objects and/or dress to be 100 years old**</b> |  |
| <b>Academic Standards:</b><br>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)<br>PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)                      |  |   |  |
| <b>Social Emotional Standards:</b> None   |  |   |  |
| <b>Author Study Overarching Themes:</b> None  |  |   |  |
| <b>Objectives:</b><br>Students will develop an understanding of 100 and complete a writing task.  | <b>Text(s):</b><br>Emily's First 100 Days of School                | <b>Video Links:</b><br>Available in BookFlix<br>grimeselementary<br>grimes                              | <b>Materials/ Resources Needed:</b><br>Smartboard, text, Seesaw (optional) |
| <b>Lesson Procedure:</b> <ol style="list-style-type: none"> <li>1. Break up book into sections to show over two lessons.</li> <li>2. Show using BookFlix.</li> <li>3. Read the last few pages of book (beginning with the 100<sup>th</sup> day). Prompt students to think about what Emily decided to do.</li> <li>4. Chart some ideas of different ways the characters made collections/groups.</li> </ol> |  |   |  |

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Activity Explanation: Understanding how numbers are everywhere.

Build Knowledge: How big 100 is

Model: How to create groups of objects.

Create: Writing prompt

Small Group Project/Activity: (Teacher or Teaching Assistant Led)

5. Writing task (see attached): What would you do with \$100? Ask students to draw their ideas and dictate a sentence about their drawings and why they decided on that.

Center Activities:

1. Complete 100 things chart (using jars of various objects collected)
2. Make a chain/tower with 100 pieces.
3. Make 100 days hat.
4. Glue 100 foam shapes onto collage paper.

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|  |  |  |  |
|--|--|--|--|
| Week of:   | Unit of Study:<br>100 days (in cooperation with current unit T4W4) | Day 2: Day 98  |  |
| <b>Academic Standards:</b><br>PK.ELAL.6. [PKR.2] Retells stories or share information from a text.<br>PK. MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.<br>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)<br><b>Social Emotional Standards: None</b> |  |  |  |
| <b>Author Study Overarching Themes: None</b>   |  |  |  |
| <b>Objectives:</b><br>Students will develop 1:1 correspondence   | <b>Text(s):</b><br>One Hundred Hungry Ants                         | <b>Video Links:</b><br>Jack Hartman:<br><a href="https://youtu.be/KqEIuPQ9U88">https://youtu.be/KqEIuPQ9U88</a><br>Kiboomers:<br><a href="https://youtu.be/IduG2E1eHz4">https://youtu.be/IduG2E1eHz4</a> | <b>Materials/ Resources Needed:</b><br>Text, plastic ants, enlarged 100 things chart, mock “picnic” set up |

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| <p>as a group to reach 100. Students will learn different ways to make 100.</p>   |  |  |  |
| <p>Lesson Procedure:</p> <ol style="list-style-type: none"> <li>1. Hide 100 ants around the classroom without students in the room. Keep them easily found. Have enlarged 100 things chart available.</li> <li>2. Read One Hundred Hungry Ants, pausing to emphasize the different groupings.</li> <li>3. Have students go on a hunt bringing an ant to the mock picnic with the chart on blanket.</li> <li>4. Model placing each ant on a spot. Explain that once each spot is filled that means they have collected the 100 ants.</li> <li>5. Students keep searching the room until all ants have been found.</li> </ol> |  |  |  |
| <p>Activity Explanation: Ways to group 100<br/>         Build Knowledge: Number sense<br/>         Model: Grouping techniques<br/>         Create: Class set of 100 ants.</p>   |  |  |  |
| <p>Small Group<br/>         Project/Activity: (Teacher or Teaching Assistant Led)</p> <p>Teacher/TA reinforces grouping the 100 ants in different ways.</p> <ul style="list-style-type: none"> <li>2 groups of 50</li> <li>4 groups of 25</li> <li>5 groups of 20</li> <li>10 groups of 10</li> </ul>   | <p>Center Activities:</p> <ol style="list-style-type: none"> <li>1. Complete 100 things chart (using jars of various objects collected)</li> <li>2. Make a chain/tower with 100 pieces.</li> <li>3. Make 100 days hat.</li> <li>4. Glue 100 foam shapes onto collage paper.</li> </ol> |  |  |

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|   |  |   |   |
|---|--|---|---|
| Week of:  | Unit of Study:<br>100 days (in cooperation with current unit T4W4)   | Day 3: (day 99)   |   |
| <p><b>Standards: Academic Standards:</b><br/>         PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem).<br/>         PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences</p> <p><b>Social Emotional Standards: None</b></p> |  |   |   |
| <p><b>Author Study Overarching Themes: None</b></p>   |  |   |   |
| <p><b>Objectives:</b><br/>Students will connect their birthday number (age) to how we measure age.</p>  | <p><b>Text(s):</b><br/>The Night Before the 100<sup>th</sup> day</p> | <p><b>Video Links:</b><br/> <b>Jack Hartman:</b><br/> <a href="https://youtu.be/KqEIuPQ9U88">https://youtu.be/KqEIuPQ9U88</a><br/> <b>Kiboomers:</b><br/> <a href="https://youtu.be/IduG2E1eHz4">https://youtu.be/IduG2E1eHz4</a></p> | <p><b>Materials/ Resources Needed:</b><br/>         Writing prompt, book, easel</p> |

Lesson Procedure:

1. Read the text emphasizing how the book connects to the other two texts previously read. (Emily and 100 Ants)
2. Lead a discussion about how else we use counting in our everyday lives.
3. Begin discussion with how we measure our age. Prompt students to think about how different they will look in five years, 20 years, and then 100 years.
4. Model drawing how teacher will look when he/she is 100.

Activity Explanation: Demonstrates that we use numbers to measure different ways.

Build Knowledge: Counting can be done in different ways.

Model: How adults will age too

Create: Teacher as 100 years old.

Small Group  
Project/Activity:  
(Teacher or  
Teaching Assistant  
Led)

5. Students in small groups complete prompt “When I’m 100 years old...” with a drawing of themselves when they are 100.

Center Activities:

1. Complete 100 cheerios paper. Students fill paper with 100 cheerios.
2. Make a chain/tower with 100 pieces.
3. Show 100 centimeters with tape measure.
4. Show 100 inches with tape measure.

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|  |  |
|--|--|
| 6. Students dictate a sentence about their drawings. |  |
|--|--|

|          |  |                                |
|----------|--|--------------------------------|
| Week of: | Unit of Study:<br>100 days (in cooperation with current unit T4W4) | Day 4: (100 <sup>th</sup> day) |
|----------|--|--------------------------------|

|   |  |
|---|--|
| <p><b>Academic Standards:</b><br/>         PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem).<br/>         PK.ELAL.29 [PKL.6] Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences<br/>         PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality<br/>         PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> |  |
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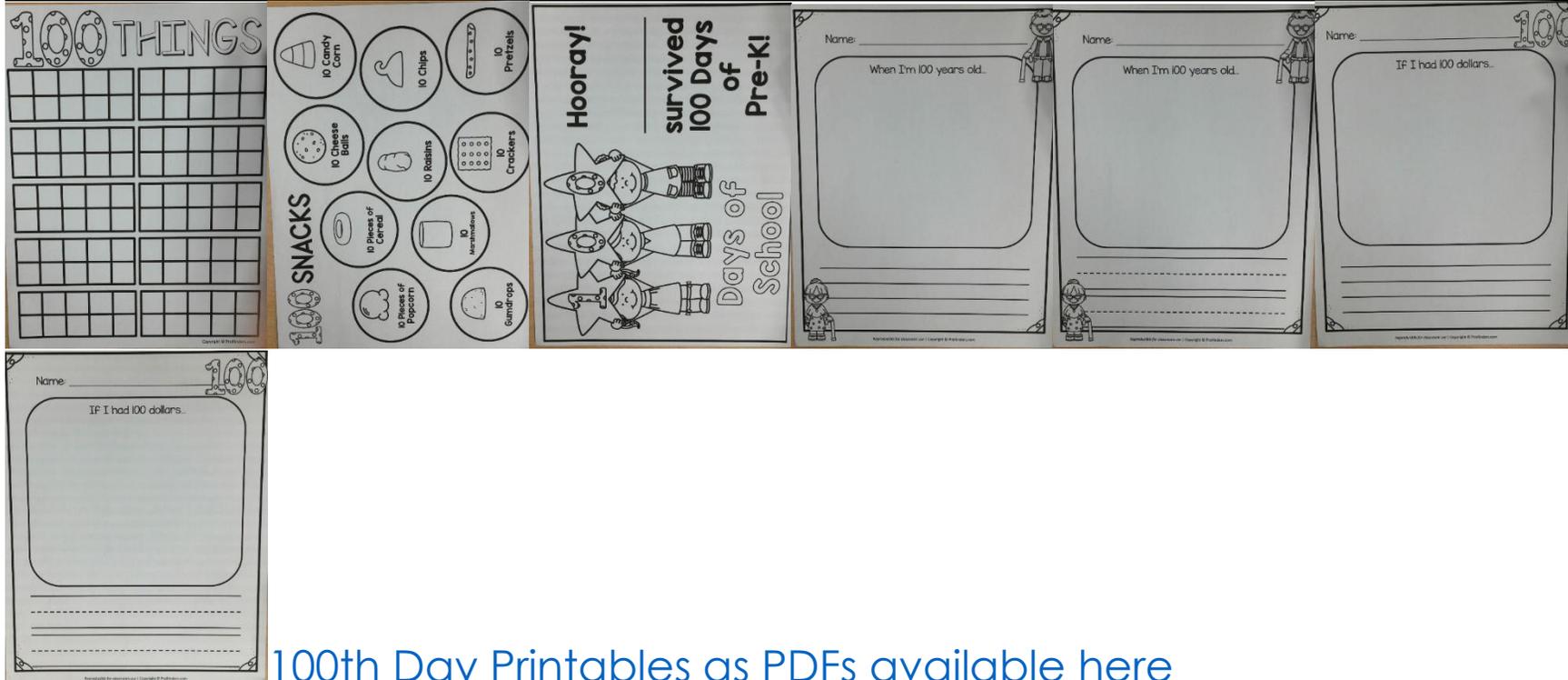
|   |  |              |   |
|---|--|--------------|---|
| Social Emotional Standards: None  |  |              |   |
| Author Study Overarching Themes: None   |  |              |   |
| Objectives:<br>Students will celebrate the 100 <sup>th</sup> day  | Text(s):<br>Rocket's 100 <sup>th</sup> Day Ready, Set, 100 <sup>th</sup> day 100 School Days | Video Links: | Materials/ Resources Needed:<br>Texts, 100 snack mat (and snacks), what students brought in (100 things), Collage materials (Ready, Set, 100 <sup>th</sup> day... 2 <sup>nd</sup> to last page) |
| <p>Lesson Procedure:</p> <p><b>Circle 1:</b> Read "Rocket's 100 days". Have each child share 100 items brought in. (can divide into smaller groups to make it go quicker). Emphasize with 1 or 2 students objects how they showed/got to 100.</p> <p><b>Circle 2:</b> Read "Ready, Set, 100<sup>th</sup> day". As a class, create a collage similar to second to last page in book. (10 objects of 10) Can be done in two smaller groups.</p> <p><b>Circle 3:</b> Read 100 School Days. Pass out copies of 100 snack mat to each student . Have students count how many different snacks are on the mat. Place 10 pieces of that snack on each mat until complete. Students can eat the snack once 100 pieces are on paper.</p> |  |              |   |
| <p>Activity Explanation: Celebrating 100</p> <p>Build Knowledge: -</p> <p>Model: Collage; 100 items</p> <p>Create: Collage/ snack mat</p>   |  |              |   |

Small Group  
Project/Activity:  
(Teacher or Teaching  
Assistant Led)

None (possible  
smaller groups for  
Circle 2)

Center Activities:

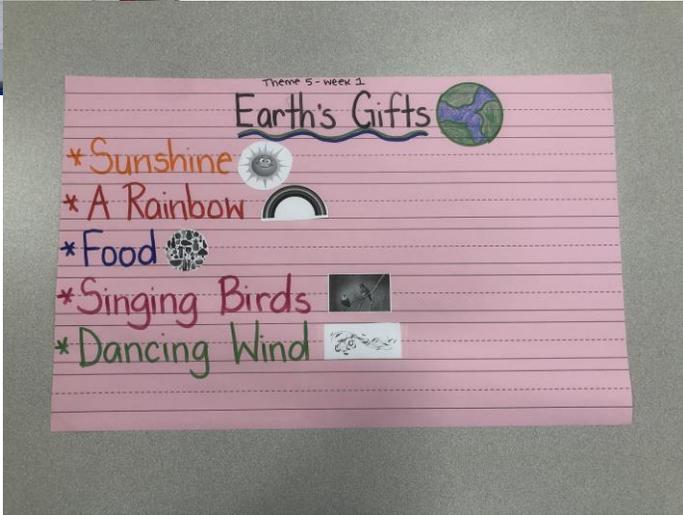
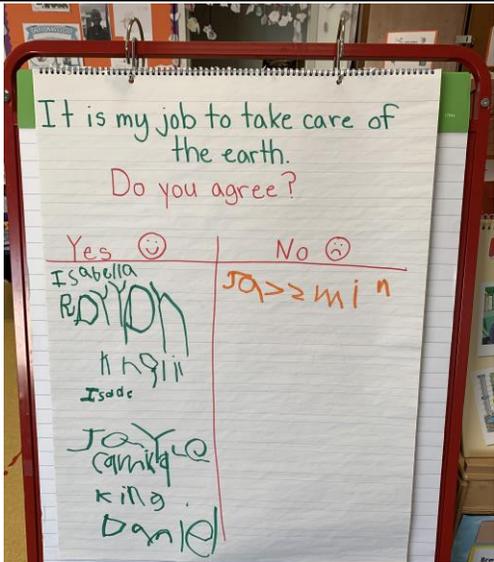
1. Complete 100 cheerios paper. Students fill paper with 100 cheerios.
2. Make a chain/tower with 100 pieces.
3. Show 100 centimeters with tape measure.
4. Show 100 inches with tape measure.



[100th Day Printables as PDFs available here](#)

Theme 5: The Earth, Our Home

Shared Writing



Project Based Learning

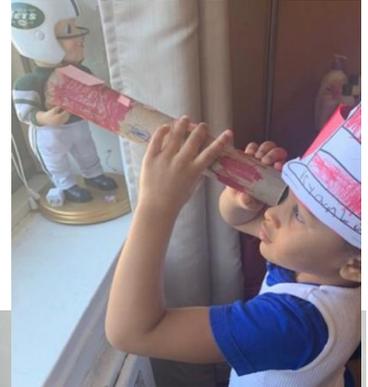
**Cloud in a Jar** - Create a cloud with shaving cream and drop blue colored water in to the "cloud." Watch the cloud fill up with water and begin to "rain."

Materials: Glass or plastic jar/cup, shaving cream, blue food coloring, water



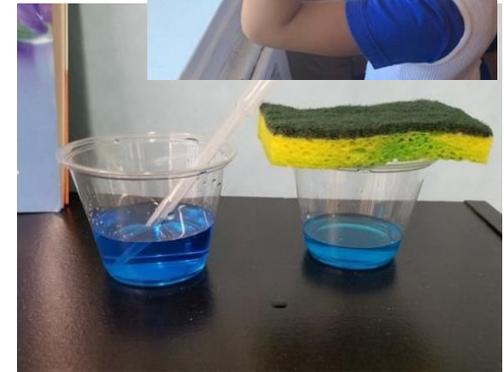
**Earth Day: Recycled Art Project** - Students can use toilet paper or paper towel rolls to decorate and use as focusing telescopes. "Hocus, Pocus, everybody focus!" and they look at the teacher through their recycled telescope.

Materials: Paper towel or toilet paper roll, decorations found around the house/classroom.



**Sponge Cloud** - Students use a pipette or eyedropper to drop water onto a pre-dampened sponge. Students will make predictions and observations about how many drops it takes for the sponge to become saturated and make connections to clouds becoming heavy enough to begin to rain.

Materials: Clear container for sponge, pre-dampened and wrung out sponge, container of water (color optional), eye dropper or pipette.



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| Monday  | Tuesday  | Wednesday  | Thursday   | Friday  |
|---|--|--|--|---|
|   |  | <p>1</p> <p>Discussion:</p> <p>What is women’s history month?</p> <p>Who is our author Eva Chen?</p>       | <p>2</p> <p>Read: A is for Awesome</p> <p>Women: A-D</p> <p>Show a clip of any of the women in this section for students.</p> <p><a href="#">Beyonce</a></p>           | <p>3</p> <p>Read: A is for Awesome</p> <p>Women: E-H</p> <p>Show a clip of any of the women in this section for students.</p> <p><a href="#">Emmeline Pankhurst</a></p> |
| <p>6</p> <p>Read:</p> <p>A is for Awesome</p> <p>Women: I-L</p> <p>Show a clip of any of the women in this section for students. <a href="#">Harriet Tubman</a></p> | <p>7</p> <p>Read:</p> <p>A is for Awesome</p> <p>Women: M-P</p> <p>Show a clip of any of the women in this section for students.</p> <p><a href="#">Malala</a></p> | <p>8</p> <p>Read:</p> <p>A is for Awesome</p> <p>Women: Q-T</p> <p><a href="#">Ruth Bader Ginsburg</a></p> | <p>9</p> <p>Ready:</p> <p>A is for Awesome</p> <p>Women: U-Z</p> <p>Show a clip of any of the women in this section for students. <a href="#">Ursula K Le Guin</a></p> | <p>10</p> <p>Students work in centers to complete project on one women from the A is from Awesome text.</p>   |

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|  |   | National Women's Day                      |   |  |
|  |   | Celebration in classrooms. Guest          |   |  |
|  |   | women speakers and visitors.              |   |  |
| 13<br>321 Awesome<br>Women: 20-15<br>Show a clip of any of the women in this section for students. <a href="#">Rosie the Riveter</a> ,<br><a href="#">Temple Grandin</a> , <a href="#">Megan Rapinoe</a> | 14<br>321 Awesome<br>Women:14-10<br>Show a clip of any of the women in this section for students.,<br><a href="#">Shirley Chisholm</a> , <a href="#">Florence Nightingale</a> , <a href="#">Sonia Sotomayor</a> | 15<br>NO SCHOOL                           | 16<br>321 Awesome<br>Women:9-5<br>Show a clip of any of the women in this section for students. <a href="#">Greta Thunberg</a> ,<br><a href="#">Dolly Parton</a> , <a href="#">Rosa Parks</a> | 17<br>321 Awesome<br>WOMEN: 4-1<br>Show a clip of any of the women in this section for students. <a href="#">Chien Shiung Wu</a> , <a href="#">Billie Jean King</a> , <a href="#">Susan B. Anthony</a> |
| 20<br>Students work in centers to complete project on one  | 21<br>Colors of Awesome-  | 22<br>Read the Text:<br>Colors of Awesome | 23<br>Read the Text:<br>Colors of Awesome   | 24<br>Read the Text:<br>Colors of Awesome  |

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| <p>women from the 321 Awesome</p> <p>Text</p> | <p>Ask students to choose their favorite color from the list. Red, White, Pink, Orange, Yellow, Green, Blue, Purple, Black</p> <p>Write down each students' favorite color.</p> <p>Each day read about women who represent the favorite colors in the room.</p> <p>Assign in each student a woman to present about from their color.</p> | <p>Each day read about women who represent the favorite colors in the room.</p> <p><a href="#">Kamala Harris</a>, <a href="#">Judy Garland</a>, <a href="#">Mamie Johnson</a></p> | <p>Each day read about women who represent the favorite colors in the room.</p> | <p>Each day read about women who represent the favorite colors in the room.</p> |
| <p>27</p>                                     | <p>28</p>  | <p>29</p>   | <p>30</p>   | <p>31</p>   |

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| <p>Read the Text:</p> <p>Colors of Awesome</p> <p>Each day read about women who represent the favorite colors in the room.</p> | <p>Read the Text:</p> <p>Colors of Awesome</p> <p>Each day read about women who represent the favorite colors in the room.</p> | <p>Colors of Awesome</p> <p>Women’s History Month</p> <p>Presentations</p> | <p>Colors of Awesome</p> <p>Women’s History Month</p> <p>Presentations</p> | <p>Colors of Awesome</p> <p>Women’s History Month</p> <p>Presentations</p> |
|--|--|--|--|--|

## Why Do We Celebrate Women’s History Month?

Women’s History Month was created to recognize, honor, and celebrate the many contributions that women have made throughout history to culture and society. The month also recognizes the struggles of women and the accomplishments over those struggles. The National Women’s History Project petitioned Congress and in 1987 March was proclaimed Women’s History Month. It is celebrated in March to create activities around International Women’s Day, which is March 8.



### About Eva Chen

Eva Chen is a New York City native. She is the author of eight best-selling children's books. Eva Chen grew up in New York City. Her parents, who are from Taipei and Shanghai, own a consulting textile import-export business, and Chen attributes her early love of fashion to her mother's influence. In college, she interned for Harper's Bazaar and after graduation Anna Wintour brought Chen onboard as a consultant to Lucky Magazine. Within two months, Wintour hired her as editor-in-chief making her the youngest editor-in-chief in the magazine's history. Since then she has been the beauty director at Teen Vogue, an editor at Elle, a contributing editor at Vogue China, a contributor at Good Morning America, and a fashion correspondent at Entertainment Tonight. She is currently the head of fashion partnerships... and has worked as an editor and writer for publications including ELLE, Teen Vogue, WSJ Magazine, Vogue, and Vogue China. She was the editor in chief of shopping time Lucky and now flexes her shopping/fashion muscles as the vice president of fashion at Instagram. She wanted to become a doctor. Now she's the editor-in-chief of Lucky magazine. As we noted in the Winter 2012 issue of Johns Hopkins Magazine, Eva Chen—a 2001 Hopkins grad with a talent for writing, an eye for fashion, and a massive social media following—is definitely a woman worth watching. It seems Business Insider agrees; in fact, they have named Chen one of their "8 Women to Watch in 2014."

She lives in Manhattan with her husband and three kids.

## Virtual Women’s History Exhibits:

<https://www.womenshistory.org/womens-history/online-exhibits>

|  |                                     |  |
|--|-------------------------------------|--|
| <b>Week 1: 2/27/2023</b>   | <b>Theme 5: The Earth, Our Home</b> | <b>Focus Question: How is the Earth important to us?</b> |
| <b>Next Generation Standards:</b><br><b>Domain 1 Approaches to Learning PK.AL.5</b> Demonstrates Persistence.<br><b>Domain 3 Social and Emotional Learning PK.SEL.6.</b> Understands and follows routines and rules.<br><b>Domain 4a Communication, Language and Literacy PK.AC.3</b> Demonstrates understanding of what is observed.<br><b>Domain 5a Mathematics PK. MATH.14</b> Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences and other attributes.<br><b>Domain 5b Science PK.SCI.9</b> Plans and conducts an investigation to determine the effect of sunlight on Earth’s surface. |                                     |  |
|  |                                     |  |
| <b>MLL Support:</b><br>Use audio and video resources in multiple languages to activate prior knowledge about the planet Earth.<br>Create a multilingual library and allow students to share their wonderings in small, homogenous language groups.<br>Sing songs about the Earth in multiple languages.  |                                     |  |

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**Multilingual Library: Shapes**

Spanish: Planet Earth: <https://www.youtube.com/watch?v=GcdqO05Fr4U>

Portuguese: Protect nature on Earth: [https://www.youtube.com/watch?v=ktZG7g3Nu\\_4](https://www.youtube.com/watch?v=ktZG7g3Nu_4)

Arabic: [https://www.youtube.com/watch?v=u\\_gHPZ20qJw](https://www.youtube.com/watch?v=u_gHPZ20qJw)

**Vocabulary:** Wow Words: abundant, swirl, gooey, gloomy, disaster

Writing: **Interactive Writing:** The earth is a friend because \_\_\_\_\_. Children share ideas to complete the sentence. **Class Book:** The earth and I. Draw a picture of themselves being a friend to the earth. Complete The earth and \_\_\_\_\_ are friends.

**Theme/Seasonal Project Idea:** create Earth painting using green/blue paint, create class hand wreath and pledge to take care of the Earth, Earth Day Snack “Dirt” cups using Oreos and gummy worms.

**Additional Read Aloud Options from Classroom Library:** Earth Day: An Alphabet Book by Gary Kowalski, Flower Garden by Eve Bunting, I Love Our Earth by Bill Martin Jr., Our Big Home: An Earth Poem by Linda Glaser

| Subject:                                   | Objective:   | Activities   | Remediation:  | Enrichment:   |
|--|--|--|---|---|
| <p><b>Social Emotional Development</b></p> | <ul style="list-style-type: none"> <li>• Demonstrates problem solving behavior</li> <li>• Recognizes how actions affect others</li> <li>• Shows empathy and kindness</li> <li>• Demonstrates independence</li> <li>• Identifies personal feelings</li> </ul> | <ul style="list-style-type: none"> <li>• Meet Mr. G. Mr. G puppet practices apologizing for making a mess. Children can express what Mr. G should do with his gooey gum.</li> <li>• During recess children can practice games that are inclusive</li> <li>• The Earth Our Home Anchor Chart. Share individual work in the class book: how being a friend to the earth means helping to protect the Earth.</li> <li>• Earth Action Rhyme. Children share their feelings about the many gifts we get from the Earth.</li> <li>• At recess or during transitions, play “Follow the Goofy Leader” game.</li> </ul> | <ul style="list-style-type: none"> <li>• Give children a stuffed animal and model how to hold it gently and show how Mr. G was gentle and quiet. Have children discuss times when they need to be gentle and/or quiet.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children work with a partner to discuss other ways to show respect for nature. Discuss other times when it is necessary to give respect.</li> </ul> |

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| <p><b>Second Step</b></p>        | <p><b>Week 17</b><br/> <b>Managing Anger</b></p> <p>Identifying feelings is an important part of managing emotions. Children who often behave aggressively tend to have more difficulty identifying their feelings. Relaxation can slow the heart rate and help children stay in control of their feelings.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Children will be able to: 1. Demonstrate relaxing their bodies 2. Tell the difference between ways to behave when angry that are okay and those that are not okay</li> </ul> <p>Learning Concepts:</p> <ul style="list-style-type: none"> <li>• Feeling angry is natural, but hurtful, mean behaviors are not okay.           <ul style="list-style-type: none"> <li>• Your body lets you know when you're angry.               <ul style="list-style-type: none"> <li>• Learning to relax calms you down.</li> </ul> </li> </ul> </li> </ul> <p>Key Words:</p> <ul style="list-style-type: none"> <li>• Angry</li> <li>• Tight/Tense</li> <li>• Relaxing/Relax/Relaxed</li> </ul> |  |   |  |
| <p><b>Subject:</b></p>           | <p><b>Objective:</b></p>   | <p><b>Activities</b></p>   | <p><b>Remediation:</b></p>  | <p><b>Enrichment:</b></p>  |
| <p><b>Alphabet Knowledge</b></p> | <ul style="list-style-type: none"> <li>• Recognizes and names letter G</li> <li>• Recognizes letter sound relationships</li> <li>• Matches initial sounds</li> <li>• Recognizes that words rhyme</li> </ul>  | <ul style="list-style-type: none"> <li>• Meet Mr. G</li> <li>• Learn More About Mr. G</li> <li>• Letter Forms for Gg</li> <li>• Read About Mr. G</li> <li>• Meet and Greet Mr. G</li> <li>• Have fun with Mr. G</li> </ul> | <ul style="list-style-type: none"> <li>• Have children act like their hands have gooey gum stuck to them as they move to the music in Mr. G's song.</li> <li>• Trace a huge letter G using large arm and body movements. Also, have the children trace the letter G on Mr. G' with their finger.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Mr. G's song that begin with the letter G.</li> <li>• Have children go on a scavenger hunt to find objects that begin with the letter G. Have them use sticky notes to mark the objects they find.</li> </ul> |

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| <p><b>Comprehension</b></p>       | <ul style="list-style-type: none"> <li>• Uses picture cues</li> <li>• Describes the role of author and illustrator</li> <li>• Retells stories</li> <li>• Makes inferences and draws conclusions</li> <li>• Asks and answers questions</li> </ul> | <ul style="list-style-type: none"> <li>• Read “The Earth and I” Who is this book about?</li> <li>• Reread “The Earth and I”. Why do you think Frank Asch chose to use all these rainbow colors? What do you remember about this story from yesterday?</li> <li>• Read “About Mr. G”: Discuss how Mr. G gets into trouble with his gooey gum.</li> <li>• Earth Action Rhyme: What does the rhyme say the Earth gives us? How are these things important to us?</li> <li>• Read “Gubble, Bubble”. Do you remember the trouble Mr. G got into with his gooey gum?</li> <li>• Read “Water”. What do you notice about this word?</li> </ul> | <ul style="list-style-type: none"> <li>• Help children identify things we need to live that we get from the Earth by showing them things we need, such as food and things we don’t need such as carnival rides.</li> <li>• While reading “Gubble Bubble,” have children point to all of the items in the book that start with a g.</li> </ul>  | <ul style="list-style-type: none"> <li>• While reading “Gubble Bubble,” have children work in groups to make a poster that shows some rules for gooey gum such as, throw gum in the garbage can, do not chew gum in school, etc.</li> </ul>  |
| <p><b>Subject:</b></p>            | <p><b>Objective:</b></p>   | <p><b>Activities</b></p>   | <p><b>Remediation:</b></p>   | <p><b>Enrichment:</b></p>  |
| <p><b>Responding to Texts</b></p> | <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Makes connections</li> <li>• Extends a story</li> <li>• Compares and contrasts texts on the same topic</li> </ul>  | <ul style="list-style-type: none"> <li>• Read “The Earth and I” Who is telling the story about the earth?</li> <li>• Reread “The Earth and I”. How can you tell that the Earth is happy again?</li> <li>• Read “Gubble, Bubble”. Have you ever gotten gooey gum stuck on something?</li> <li>• Reread “Gubble, Bubble”. At the end of the book: What do you think would happen next?</li> <li>• Read “Water”. Why is water important to us?</li> <li>• 3<sup>rd</sup> Read “The Earth and I”. Compare with the poem about the Earth. What did they both tell us about the Earth?</li> </ul>  | <ul style="list-style-type: none"> <li>• While reading “Gubble Bubble,” have the children point to all of the items in the book that start with the letter g.</li> <li>• After changing, “Earth,” discuss the children’s favorite foods and talk about which of these foods we get directly from Earth.</li> <li>• While discussing rhyming, give children pictures of words that rhyme, such as a car and star and have children find a partner with a word that rhymes with theirs.</li> </ul> | <ul style="list-style-type: none"> <li>• While discussing the anchor chart, ask children what they think the picture that the photographer is taking will look like and ask them to describe what other kinds of photos he might have taken.</li> <li>• Ask children to look at the pictures on the chart and in the book, “The Earth and I,” and compare which pictures they like better.</li> <li>• Challenge children to add a line to the book, “Gubble, Bubble,” using</li> </ul> |

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|                    |  |   |   | more words that rhyme such as bubble, trouble.  |
| <b>Writing</b>     | <ul style="list-style-type: none"> <li>Writes letters</li> <li>Completes a sentence</li> <li>Creates books</li> <li>Dictates sentences and stories</li> <li>Writes name</li> <li>Writes to narrate an event</li> <li>Writes a list</li> <li>Presents to peers</li> <li>Completes a sentence</li> <li>Participates in shared writing</li> </ul> | <ul style="list-style-type: none"> <li>Students trace letter Gg with their finger</li> <li>Begin class book, "Earth's Friends." The Earth and ____ are friends. Dictate or complete using developmental writing tools. Illustrate. Write name.</li> <li>Continue adding to chart, "Earth's Gifts."</li> <li>Students read their page from class book, "Earth's Friends."</li> <li>The Earth is a friend because....</li> </ul>  | <ul style="list-style-type: none"> <li>While discussing, "The Earth and I," have a discussion about why the boy and the Earth are friends and make a list of their ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>While discussing, "The Earth and I," have children help create a list of ways the Earth is a friend.</li> </ul>  |
| <b>Subject:</b>    | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>   | <b>Enrichment:</b>  |
| <b>Mathematics</b> | <ul style="list-style-type: none"> <li>Constructs viable arguments and critiques the reasoning of others</li> <li>Describes shapes</li> <li>Sorts and describes objects</li> <li>Attends to precision</li> <li>Identifies shapes</li> <li>Classifies groups of objects</li> <li>Compares using measurable attributes</li> </ul>                | <ul style="list-style-type: none"> <li>Introduce solid shapes</li> <li>Gather variety of balls and cube and rectangular boxes of various sizes.</li> <li><b>Sort</b> objects into 2 groups; <i>Why do you think this object goes into this group?</i></li> <li><i>What is the same about all of the</i></li> <li>Display a ball; <i>"This is a ball. The shape of the ball is called a <b>sphere.</b>"</i> Describe attributes and create T-chart</li> <li>Introduce cubes; describe different cubes</li> <li>Introduce rectangular prisms</li> <li>Identify attributes of both solid shapes and add to T-chart.</li> </ul> | <ul style="list-style-type: none"> <li>Allow children to hold and feel the boxes and balls to determine which group it belongs to.</li> <li>Have children explore different things a sphere can do such as roll and the things it can't do like stack.</li> <li>Have children feel the boxes and discuss the edges and sides.</li> <li>To review size of objects, have children be able to touch various items while sorting into big and small piles.</li> </ul> | <ul style="list-style-type: none"> <li>Challenge children to find objects in the classroom that are boxes and balls and add them to the groups of objects the class is sorting.</li> <li>Have children create a sphere using play dough and experiment with it to observe its qualities. Have children flatten the sphere and explain how the properties changed.</li> <li>Provide magazines and have children find pictures of buildings,</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>Compare groups of objects and sort them into groups (compare big/small)</li> <li>Compare objects by length and height. Describe how they are the same/different.</li> </ul>   |  | objects and items that are rectangular prisms or cubes. Have them cut out the pictures and share with the class.  |
| <b>Science/Social Studies</b>  | <ul style="list-style-type: none"> <li>Demonstrates environmental awareness</li> <li>Investigates Earth materials</li> <li>Organizes information</li> <li>Understands community responsibility</li> <li>Observes changes in weather</li> </ul>   | <ul style="list-style-type: none"> <li>Read, "The Earth and I;"</li> <li>Turn and Talk: <i>How is the Earth a friend to the boy? How is the boy a friend to the Earth?</i></li> <li>Make a list on chart paper, "Earth's Gifts."</li> <li>Review recycling from Mr. G; <i>What kinds of things do you recycle?</i></li> <li>Display Anchor Chart; In which picture is the weather similar to the weather we are having now?</li> <li>Introduce the action rhyme, "Earth."</li> <li><i>What does the rhyme say the Earth gives us? How are these things important?</i></li> </ul> | <ul style="list-style-type: none"> <li>After the reading of, "The Earth and Me," point out all of the elements in the illustration that are part of the Earth</li> <li>Fill two clear water bottles with colored water and move the bottles in a circular motion to show children how the water "swirls" around.</li> <li>Provide actual gooey items for the children to feel.</li> </ul>  | <ul style="list-style-type: none"> <li>After the reading of, "The Earth and Me," have children think of things that they notice and appreciate about the Earth, which may not have been included in the book and add it to the "Earth's Gifts" list.</li> <li>Have children think of other things that swirl such as water in a drain or the wind.</li> </ul>                                     |
|  |  |  |  |   |
| <b>ACADEMIC LEARNING CENTERS</b>   |  |  |  |   |
| <b>Letter People Place Mr. G's Letter Play</b><br>Children<br><b>What you need:</b> <ul style="list-style-type: none"> <li>Printables</li> <li>Craft sticks, tape, play dough, blue watercolor paints, water, paintbrushes,</li> <li>Plastic Ww letters</li> <li>Mr. W. (when not in small group)</li> </ul> | <b>Emergent Writing Using Earth's Gifts</b><br>Students find and cut out picture of someone using one of Earth's materials (rock, water, air) from a magazine. Children write letters/symbols/ scribbles.<br><b>What you need:</b> <ul style="list-style-type: none"> <li>Drawing paper</li> <li>Scissors, pencils, crayons, markers</li> <li>Magazines</li> </ul> | <b>Math Sorting Shapes</b><br>Fill paper bag with objects that are spheres, cubes, rectangular prisms. Children pull out items and sort them by shape.<br><b>What you need:</b> <ul style="list-style-type: none"> <li>Large paper bag</li> <li>Various sphere, cube, and rectangular prism shapes, such as balls, dice, blocks, boxes</li> </ul>  | <b>Theme Library &amp; Reading and Listening The Earth, Our Home</b><br><b>Reading Nook</b><br>After books, songs, and rhymes introduced in circle times or small groups, place copies in center. Provide audio when available. Talk about their favorite book. Provide drawing/writing materials to respond<br><b>What you need:</b> <ul style="list-style-type: none"> <li><i>The Earth and I</i></li> <li>Letter G's song</li> <li>Letter people big book</li> <li><i>Gubble, Bubble</i></li> </ul> | <b>Small Group</b><br>In addition to the DIG math small group and literacy small group ( <i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i> ), here are additional small group suggestions.<br><br><b><u>DIG Theme Portfolio</u></b><br><i>ELA- p.1-3</i><br><i>Math- p.4</i><br><br><b><u>Data Based (Circle Assessment)</u></b> |

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|   |   |  | <ul style="list-style-type: none"> <li>• Class book: <i>Earth's Friends</i></li> <li>• Student reader: <i>Water</i></li> <li>• Action Rhyme: "Earth"</li> </ul>   | Based on the results of the circle data, you can group students, and create lessons using the <a href="https://cliengage.org">Cliengage.org</a> small group lesson suggestions.   |
| <p><b>Dramatic Play</b><br/><b>Taking Care of Earth</b> Children pretend they are park volunteer workers. Pretend what workers do to take care of Earth. <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Costume items such as boots, hats, gloves for working outdoors</li> <li>• Props for taking care of Earth: shovels, tools, plastic planters, shredded brown paper for dirt</li> </ul>  | <p><b>Art Studio</b><br/><b>Paint the earth</b></p> <p>Hang a picture of Earth in center. Invite children to paint their own pictures of Earth. Remind: blue/water; green and brown/land; white paint/ice</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Picture of Earth</li> <li>• Blue, brown, green, and white tempera paint</li> <li>• Paintbrushes, paper</li> </ul> | <p><b>Technology</b><br/><b>ePlay and Learn</b></p> <p>Children follow along in Mr. G's eBook. As they read, they listen to words beginning with /g/ sound. Children play Mr. G games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Gubble, Bubble</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/><b>Earth Rocks!</b></p> <p>Children use hand lenses to look at shells, rocks, and sand grains. Suggest they draw a picture.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Hand lenses</li> <li>• Small rocks, minerals, seashells</li> <li>• Paper, art supplies</li> </ul> | <p><b>Construction Zone</b><br/><b>Machines that Go</b></p> <p>Children use blocks to build a machine that helps people travel through water, on land, or in the air.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> <li>• Plastic action figures</li> <li>• Pictures of vehicles that travel through air, water, on land, in the air.</li> </ul> |
| <b>Week 2: 3/6/2023</b>   | <b>Theme 5: The Earth, Our Home</b>   |  | <b>Focus Question:</b> Where on Earth do different animals live?  |   |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1 Approaches to Learning PK.AL.4</b> Develops positive relationships with their peers.</p> <p><b>Domain 3 Social and Emotional Learning PK.SEL.6.</b> Understands and follows routines and rules.</p> <p><b>Domain 4b Communication, Language and Literacy PK.ELAL.20</b> Uses words and phrases acquired through rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.</p> <p><b>Domain 5a Mathematics PK. MATH.14</b> Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences and other attributes.</p> <p><b>Domain 5b Science PK.SCI.4</b> Observe familiar plants and animals and describe what they need to survive.</p> |   |  |   |   |
|   |   |  |   |   |
| <p><b>MLL Support:</b></p> <p>Introduce translations of target vocabulary, teaching both the English word alongside the word in the home languages.</p>   |   |  |   |   |

Utilize rich visual support to illustrate different types of habitats.  
 Create a multilingual library on animals and different habitats and invite students to share their background knowledge by utilizing picture clues and relying on their native languages.

Students produce sounds different animals make and guess the animal and its habitat.

**Multilingual Library:** The Rabbit House; The case of the Lost Frog; On the Farm

Spanish: Animal habitats: <https://www.youtube.com/watch?v=PHX447PmPF4>

Portuguese: Animal habitats <https://www.youtube.com/watch?v=kDhNru6oCVE>

Arabic: Learn about animals [https://www.youtube.com/watch?v=z01UZ8r\\_ZOw](https://www.youtube.com/watch?v=z01UZ8r_ZOw)

**Vocabulary:** Wow Words: enormous, scorching, lush, scamper, soar

Writing: **Interactive Writing:** Complete the sentence I would like to visit \_\_\_\_ because \_\_\_\_\_. **Class Book:** Our earth. Draw a picture of an animal and a place where it lives. Complete the sentence The \_\_\_\_\_ lives in the \_\_\_\_\_.

**Theme/Seasonal Project Ideas:** create a classroom recycling bin, use recycled material to make a recycle collage, plant a tree to help the Earth and to represent the week’s letter T. Build a bird box house. Virtual trip to see recycling center.

**Additional Read Aloud Options from Classroom Library:** Cactus Hotel by Brenda Z. Gulberson, Far North in the Arctic by Cory Cooper Hansen, A House is a House for Me by Mary Ann Hoberman.

| Subject:                            | Objective:  | Activities   | Remediation:   | Enrichment:  |
|-------------------------------------|---|--|--|--|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Compares and contrasts self to others</li> <li>Develops positive relationships with peers</li> <li>Shows empathy and kindness</li> </ul> | <ul style="list-style-type: none"> <li>During mealtime: children can practice smiling like Ms. T’s tall teeth. Children can compare smiles with each other.</li> <li>Discuss how it feels when you smile at someone or how it feels when someone smiles at you.</li> <li>During mealtime Ms. T “tags” someone at the table by saying something nice about him or her.</li> </ul> | <ul style="list-style-type: none"> <li>Show children pictures of people caring for animals and have children choose a picture and tell how the people are caring for the animals.</li> </ul> | <ul style="list-style-type: none"> <li>Have children make a sign that might be found near where animals live to show what you should and should not do to take care of animals.</li> </ul> |

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|                           |   | <p style="color: #00A651;">That child can tag the next person, etc.</p> <ul style="list-style-type: none"> <li>• Grow with the Letter People. Flip chart p.73: Discuss how when you respect something you admire it and treat it kindly.</li> </ul> |   |  |
| <b>Second Step</b>        | <p style="color: #A52A2A; font-size: 1.2em;"><b>Week 18</b></p> <p style="color: #A52A2A; font-size: 1.1em;"><b>Managing Waiting</b></p> <p>The ability to wait is an important part of emotion management and school success. Research on young children with good waiting skills shows that they will be better prepared for the demands of a busy kindergarten classroom.</p> <p style="text-align: center;">Objectives:</p> <ul style="list-style-type: none"> <li>• Children will be able to: 1. Demonstrate waiting in a game 2. Demonstrate counting to help with waiting</li> </ul> <p style="text-align: center;">Learning Concepts:</p> <ul style="list-style-type: none"> <li>• Calming down can help you manage feeling excited while you're waiting.           <ul style="list-style-type: none"> <li>• Counting also helps you wait.</li> </ul> </li> </ul> <p style="text-align: center;">Key Words:</p> <ul style="list-style-type: none"> <li>• Excited</li> <li>• Wait/Waiting</li> </ul> |   |   |  |
| <b>Subject:</b>           | <b>Objective:</b>   | <b>Activities</b>   | <b>Remediation:</b>   | <b>Enrichment:</b>   |
| <b>Alphabet Knowledge</b> | <ul style="list-style-type: none"> <li>• Recognizes and names letter T</li> <li>• Recognizes letter sound relationships</li> <li>• Blends and segments compound words</li> <li>• Differentiates numbers from letters</li> </ul>   | <ul style="list-style-type: none"> <li>• Meet Ms. T</li> <li>• Learn More About Ms. T</li> <li>• Letter forms for Tt</li> <li>• Read about Ms. T</li> <li>• Meet and Greet Ms. T</li> <li>• Have fun with Ms. T</li> </ul>                          | <ul style="list-style-type: none"> <li>• Give children the letter T on a popsicle stick and prompt the kids to hold up the letter every time a T word is used.</li> <li>• Have children trace Ms. T's letters with their fingers and to draw the letter T in the air as they move to the music in Ms. T's song.</li> <li>• Have children trace a letter T from fleece or felt.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Ms. S's song that begin with the letter T.</li> <li>• Have children go on a scavenger hunt to find objects that begin with the letter T. Have them use sticky notes to mark the objects they find.</li> </ul> |

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| <p><b>Comprehension</b></p>       | <ul style="list-style-type: none"> <li>• Uses picture cues</li> <li>• Asks and answers questions</li> <li>• Recalls details</li> <li>• Makes inferences and draws conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Read “Our Earth”. As you read about each animal, point to it so children make a connection.</li> <li>• Reread “Our Earth”. What is one place that you remember from the book? Which animals live there?</li> <li>• Read Ms. T’s Letter: How does Ms. T travel around her community?</li> <li>• Read “One Wonderful Smile”. What happens to Ms. T’s front teeth?</li> <li>• Read “Friends”. Why do you think Ms. T and her dentist are friends?</li> </ul> | <ul style="list-style-type: none"> <li>• After reading, “Our Earth,” display pictures that shows the climate in different places and have the children place sticky notes stating cold, hot, and windy on the various pictures.</li> <li>• Re-read the Ms. T big book and use picture clues to discuss how Ms. T takes care of her teeth.</li> </ul>  | <ul style="list-style-type: none"> <li>• After reading, “Our Earth,” have children choose an animal from the book and explore pictures and information on the iPad.</li> </ul>  |
| <p><b>Subject:</b></p>            | <p><b>Objective:</b></p>   | <p><b>Activities</b></p>   | <p><b>Remediation:</b></p>  | <p><b>Enrichment:</b></p>   |
| <p><b>Responding to Texts</b></p> | <ul style="list-style-type: none"> <li>• Making connections</li> <li>• Makes predictions</li> </ul>  | <ul style="list-style-type: none"> <li>• Read “One Wonderful Smile”. Have you or anyone in your family ever had a loose tooth?</li> <li>• Read “Friends”. What do you think Ms. T and her friend like to do?</li> <li>• 3<sup>rd</sup> Read “Our Earth”. I would like to visit ___ because _____.</li> <li>• Grow with the Letter People flip chart p. 73: Discuss how when we treat animals with respect we are also keeping ourselves safe.</li> </ul>   | <ul style="list-style-type: none"> <li>• Begin sentences that describe different places from the book, “Our Earth,” and have children complete the sentences. Example, The Sahara has...</li> <li>• After reading Ms T’s Big Book, show children photographs of loose teeth, bright mirrors, toothbrushes, toothpaste, dental floss, and mouthwash. Have children match each picture to the accrual item and state Show me the ___ and point to the _____.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children describe a place on the back of the book without naming it and have other children point to the place they are describing.</li> <li>• Have children work with a partner and make a poster for how to use all of the supplies in Ms. T’s Big Book.</li> </ul> |
| <p><b>Writing</b></p>             | <ul style="list-style-type: none"> <li>• Participates in shared writing</li> </ul>   | <ul style="list-style-type: none"> <li>• Make a T-chart labeled, “Animals” &amp; “Where They Live.”</li> </ul>   | <ul style="list-style-type: none"> <li>• While making the T-chart, focus on what each animal eats and how the animal’s habitat</li> </ul>   | <ul style="list-style-type: none"> <li>• While making the T-chart, have children extend their thinking by</li> </ul>  |

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|                    | <ul style="list-style-type: none"> <li>Writes letters</li> <li>Completes a sentence</li> <li>Creates books</li> <li>Dictates sentences and stories</li> <li>Writes name</li> <li>Writes to inform</li> <li>Writes a list</li> </ul> <ul style="list-style-type: none"> <li>Presents to peers</li> <li>Writes to express an opinion</li> </ul>      | <ul style="list-style-type: none"> <li>Name animals I, "Our Earth" and tell where they live</li> <li>Students trace Tt with their finger</li> <li>Begin class book, "Animal Homes."<br/>A ___ lives in the ____.<br/>Dictate or complete using developmental writing tools.<br/>Illustrate.<br/>Write name.</li> <li>Revisit T-Chart and add to list.</li> <li>Students read their page from the class book, "Animal homes."</li> <li>I would like to visit ____ because ____.</li> </ul>   | <p>provides it with the food it needs.</p> <ul style="list-style-type: none"> <li>Re-read, "Our Earth," and simplify the shared writing activity to ask children which place they would like to go to or which animal they would like to see.</li> </ul>  | <p>talking about ways that each animal is suited to its habitat such as think fur keeping goats warm on a mountain.</p>  |
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| Subject:           | Objective:   | Activities  | Remediation:  | Enrichment:  |
| <b>Mathematics</b> | <ul style="list-style-type: none"> <li>Constructs viable arguments and critiques the reasoning of others</li> <li>Sorts and describes objects</li> <li>Describes shapes</li> <li>Classifies a group of objects</li> <li>Compares using measurable attributes</li> <li>Constructs viable arguments and critiques the reasoning of others</li> </ul> | <ul style="list-style-type: none"> <li>Introduce <b>cans</b> and <b>cones</b></li> <li>Sort objects into groups</li> <li>Describe/ compare the objects;<br/><i>How are they the same/different?</i></li> <li>Introduce <b>cylinders</b>.</li> <li>Describe attributes of cylinders (They have 2 flat sides called <b>faces</b>) and add it to T-chart</li> <li>Can they <b>roll, stack, slide?</b></li> <li>Describe attributes of cones (1 flat <b>face</b>, one <b>point</b>, and <b>curved</b> sides) and add it to the T-chart.</li> <li>Can they <b>roll, stack, slide?</b></li> <li>Display various objects: <i>How can we tell if the cone is big or small?</i></li> </ul> | <ul style="list-style-type: none"> <li>Display one can and one cone shaped object and have children describe the differences. Pass around these shapes so children can explore with their sense of touch.</li> <li>Provide children with soup cans and have them practice rolling and stacking the cans.</li> <li>Place objects of different shapes (cones and cylinders) and have children pull items from the bag to identify.</li> </ul> | <ul style="list-style-type: none"> <li>Have children experiment with rolling different sizes of paper to create cone and can shapes.</li> <li>Challenge children to identify cylinders around the room and label them with sticky notes.</li> <li>Place all solid shape blocks introduced so far in a mystery bag and have children reach in and name the objects by only feeling them.</li> </ul> |

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| <p><b>Science/Social Studies</b></p> | <ul style="list-style-type: none"> <li>Demonstrates environmental awareness</li> <li>Investigates habitats</li> <li>Organizes information</li> <li>Understands geographical concepts</li> <li>Demonstrates healthy habits</li> <li>Identifies parts of the body</li> <li>Shows characteristics of good health</li> <li>Explores living things</li> <li>Understands community responsibility</li> </ul> | <ul style="list-style-type: none"> <li>Sort objects into groups of <b>big/small</b>.</li> <li>Compare objects</li> <li>Display book, "Our Earth;" <i>How should we take care of the Earth?</i></li> <li>The Earth is a planet that goes around the sun.</li> <li>Discuss how the top and bottom of the Earth are always cold and the middle is hot.</li> <li>Turn and Talk: <i>Which is your favorite animal in the book? Where does it live?</i></li> <li>Ms. T visits the dentist in her community.</li> <li>Display Anchor Chart: <i>What animals do you see in the mountains?</i></li> <li><i>What do healthy teeth look like?</i></li> <li>Display action rhyme, "Earth;" A place where an animal lives is called its <b>habitat</b>.</li> </ul> | <ul style="list-style-type: none"> <li>After reading, "Our Earth," Use a globe to point out where different places described in the book are found on Earth.</li> <li>After looking at the anchor chart, show children actual items from the anchor chart such as pinecones, sticks, and leaves so they can explore with their hands and eyes.</li> </ul> | <ul style="list-style-type: none"> <li>Have children choose one animal from the anchor chart and imagine what it would be like to be that animal and to live in the mountains. Encourage them to tell a story about the animal.</li> </ul> |
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**ACADEMIC LEARNING CENTERS**

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| <p><b>Letter People Place Ms. T's Letter Play</b><br/>Children create their own Ms. T stick puppet and use play dough to make Tt. Trace letter forms and fill them in with toothpicks or pieces of tape.<br/>What you need:</p> <ul style="list-style-type: none"> <li>Printables</li> <li>Craft sticks, tape, play dough, clear/printed tape, toothpicks</li> <li>Plastic Tt letters</li> </ul> | <p><b>Emergent Writing Where on Earth Are We?</b><br/>Provide folded papers (greeting cards). Children choose a place from the big book <i>Our Earth</i> to draw on the front and then name their place on the inside of the card using scribbles/letters/words. They challenge their friends to guess the places they drew before they like the flap to reveal the answer.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>folded paper</li> <li>Crayons or pencils</li> </ul> | <p><b>Math Shape Sorting</b><br/>Children sort objects in shoebox by shape. They may use solid shape blocks as references for sorting. Challenge children to make patterns with the shapes.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Shoebox containing a variety of small objects in the shape of spheres, cubes, rectangular prisms, cones, and cylinders,</li> <li>Solid shape blocks (for reference)</li> </ul> | <p><b>Theme Library &amp; Reading and Listening The Earth, Our Home Reading Nook</b><br/>After books, songs, and rhymes introduced in circle times or small groups, place copies in center. Provide audio when available.<br/><b>What you need:</b></p> <ul style="list-style-type: none"> <li><i>Our Earth</i></li> <li>Letter T's song</li> <li>Letter people big book</li> <li><i>One Wonderful Smile</i></li> <li>Class book: <i>Animal Homes</i></li> <li>Student reader: <i>Friends</i></li> </ul> | <p><b>Small Group</b><br/>In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b>DIG Theme Portfolio</b><br/><i>ELA- p.5-7</i><br/><i>Math- p.8</i></p> <p><b>Data Based (Circle Assessment)</b></p> |
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| <ul style="list-style-type: none"> <li>Mr. T. (when not in small group)</li> </ul>   |   |   | <ul style="list-style-type: none"> <li>Action Rhyme: Earth"</li> </ul>   | <p>Based on the results of the circle data, you can group students, and create lessons using the Cliengage.org small group lesson suggestions.</p>   |
| <p><b>Dramatic Play</b><br/>Animal Talk Provide props and pictures of animals in a pond habitat for each child to play the role of a pond animal of his or her choice. Have them interact with other "animals" and act out living together at the pond. What you need:</p> <ul style="list-style-type: none"> <li>Pictures of pond animals</li> <li>Pond animal items, such as headbands or masks for ducks, fish, birds, squirrels, and other wildlife</li> <li>Toy props such as plastic hoop for a "pond", artificial plants and flower, and stuffed animal</li> </ul>    | <p><b>Art Studio</b><br/><b>Animal Habitats</b></p> <p>Divide a large sheet of craft paper into three sections with a drawing (forest, ocean, desert) at the top of each section. For each habitat, invite children to draw, cut out, and glue animals that would live there.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Craft paper</li> <li>Drawing materials</li> <li>Magazine or printed pictures of animals</li> <li>Safety scissors, glue</li> </ul> | <p><b>Technology</b></p> <p><b>ePlay and Learn</b></p> <p>Children follow along in Mr. T's eBook. As they read, they listen to words beginning with t sound. Children play Mr. T games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Letter People eBooks: <i>How's the weather?</i></li> <li>Computer</li> <li>Headphones</li> <li>MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/><b>A Sense of the Earth</b></p> <p>Children with variety of Earth materials that could be found in different animal habitats. Children use hand lenses and their senses to examine the materials. Choose one material to draw in a picture of an animal home.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Earth materials from various habitats, including dried grass, soil, leaves, rocks, and sand</li> <li>Hand lenses</li> <li>Drawing materials</li> </ul> | <p><b>Construction Zone</b><br/><b>Zoo Habitats</b></p> <p>Children look through animal picture books and then use blocks to build natural zoo habitats. Remind them that different animals live in different areas of the zoo.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Animal picture books</li> <li>Building blocks</li> <li>Plastic toy zoo animals (giraffes, lions, bears, reptiles)</li> </ul> |
| <p><b>Week 3: 3/20/2023</b></p>  | <p><b>Theme 5: The Earth, Our Home</b></p>  |   | <p><b>Focus Question:</b> How does the weather change throughout the year?</p>   |  |
| <p><b>Next Generation Standards:</b></p> <p><b><u>Domain 1 Approaches to Learning PK.AL.4</u></b> Exhibits curiosity, interest, and willingness to learn new things and have new experiences.</p> <p><b><u>Domain 3 Social and Emotional Learning PK.SEL.4</u></b> Develops positive relationships with their peers.</p> <p><b><u>Domain 4b Communication, Language and Literacy PK.ELAL.20</u></b> Uses words and phrases acquired through rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.</p> |   |   |  |  |

**Domain 5a Mathematics PK. MATH.14** Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences and other attributes.

**Domain 5b Science PK.SCI.8** Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.

**MLL Support:**

**Sing songs about the weather in multiple languages.**

Record children telling stories about the weather in their home countries in their home language and ask them to translate their stories into English.

Draw pictures of different types of weather and in homogenous groups students discuss pictures I their home language.

**Multilingual Library:** Weather (wordless)

Spanish: The 4 seasons: <https://www.youtube.com/watch?v=QJ97O6xDXKY> [https://www.youtube.com/watch?v=EgUT6vfeR\\_E](https://www.youtube.com/watch?v=EgUT6vfeR_E)

Portuguese: <https://www.youtube.com/watch?v=EmFjWh2p87o> <https://www.youtube.com/watch?v=VVPjpLtjjZc>

Arabic: <https://www.youtube.com/watch?v=53oHBQt1nHg> <https://www.youtube.com/watch?v=53oHBQt1nHg>

**Vocabulary:** Wow Words: frosty, drench, glisten, blustery, sizzling

Writing: **Interactive Writing:** Let’s write a story together. Teacher starts the story with “One rainy spring day Ms. S...”. **Class Book:** What is weather? Draw a picture of their favorite kind of weather. Complete the sentence My favorite weather is \_\_\_\_\_ because \_\_\_\_\_.

**Theme/Seasonal Project Ideas:** create grass headbands and have children decorate with things that Earth gives us or ways to help the Earth, make weather graph for the week, create a weather wheel using paper plate and paper arrow and divide into four sections with sunny, cloudy, windy, rainy, so children can keep track of the weather each day.

**Additional Read Aloud Options from Classroom Library:** Red leaf, Yellow Leaf by Lois Ehlert, The Turning of the Year by Bill Martin Jr., What Makes the Seasons? By Megan Montague Cash.

| Subject: | Objective: | Activities | Remediation: | Enrichment: |
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| <p><b>Social Emotional Development</b></p> | <ul style="list-style-type: none"> <li>• Develops positive relationships with peers</li> <li>• Adapts to change</li> <li>• Identifies personal feelings</li> <li>• Assumes roles and responsibilities</li> <li>• Demonstrates independence</li> </ul>   | <ul style="list-style-type: none"> <li>• During mealtime, children discuss how to smile and act sweetly. Both begin with the same sound as Ms. S super socks.</li> <li>• Transitions: children can try a new transition game, looking around the room with a partner to find something that begins with the /s/ sound.</li> <li>• Read “Super Socks”. How is Ms. S feeling in this picture?</li> <li>• Play “I Spy” sold shapes game. Children can have a turn to describe the shape instead of the teacher.</li> </ul> | <ul style="list-style-type: none"> <li>• During pair and share, model appropriate ways to communicate with peers and stay on topic.</li> </ul> | <ul style="list-style-type: none"> <li>• Have students lead a class discussion about the seasons demonstrating appropriate ways to take turns and share with the class.</li> </ul> |
| <p><b>Second Step</b></p>                  | <p style="text-align: center;"><b>Week 19</b></p> <p style="text-align: center;"><b>Fair Ways to Play</b></p> <p>Playing together, trading, and taking turns make play fair and help children have fun together. Children are then less likely to use aggressive solutions.</p> <p style="text-align: center;">Objectives:</p> <p>Children will be able to: 1. Demonstrate asking to play together, trade, or take turns when playing with another child 2. Demonstrate using Fair Ways to Play in everyday situations</p> <p style="text-align: center;">Learning Concepts:</p> <ul style="list-style-type: none"> <li>• Playing together, trading, and taking turns are fair and fun ways to play.</li> </ul> |   |  |  |

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|                           | Key Words: <ul style="list-style-type: none"> <li>• Fair</li> <li>• Taking turns</li> <li>• Trading</li> <li>• Playing together</li> </ul>  |  |  |  |
| <b>Subject:</b>           | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>   |
| <b>Alphabet Knowledge</b> | <ul style="list-style-type: none"> <li>• Recognize and names letter S</li> <li>• Matches initial sounds</li> <li>• Understands letter-sound relationships</li> <li>• Matches capital and lowercase letters</li> </ul> | <ul style="list-style-type: none"> <li>• Meet Ms. S</li> <li>• Learn More about Ms. S.</li> <li>• Letter forms for S</li> <li>• Read About Ms. S</li> <li>• Meet and Greet Ms. S</li> <li>• Have Fun with Ms. S</li> </ul>   | <ul style="list-style-type: none"> <li>• Have children trace a larger letter S that is laminated and glue S pictures onto it.</li> <li>• Draw a larger letter S on paper for children to trace and modify the writing utensil so it's easier to hold. Provide materials for children to trace letter in the sand.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words that begin with the S sound Ms. S's song.</li> </ul>   |
| <b>Comprehension</b>      | <ul style="list-style-type: none"> <li>• Uses picture cues</li> <li>• Asks and answers questions</li> <li>• Recalls details</li> <li>• Makes inferences and draws conclusions</li> <li>• Retells stories</li> </ul>   | <ul style="list-style-type: none"> <li>• Read "Weather". What kind of weather do you see in this picture?</li> <li>• Read "Solid Shapes". How would you describe this shape?</li> <li>• Reread "Weather" Review the use of a thermometer.</li> <li>• Read Ms. S's letter: What activities does Ms. S enjoy?</li> </ul> | <ul style="list-style-type: none"> <li>• Take a picture walk through "What is the Weather?" and have children describe the pictures in their own words.</li> <li>• Re-read Ms. S's Big Book and have children act out the feelings and actions in the story.</li> </ul>  | <ul style="list-style-type: none"> <li>• Challenge children to give a weather report to a partner and encourage them to use descriptive words to tell about the weather today and to predict what the</li> </ul> |

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|                            |  | <ul style="list-style-type: none"> <li>• Read “Super Socks”. Why does Ms. S yell “hooray” about her super socks? What else happens in this story?</li> <li>• Reread “Super Socks”.</li> </ul>   |  | <p>weather will be like tomorrow.</p> <ul style="list-style-type: none"> <li>• While looking at the anchor chart, have children suggest other activities that people could do during each season.</li> </ul>  |
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>• Makes connections</li> <li>• Make predictions</li> </ul>  | <ul style="list-style-type: none"> <li>• Reread “Solid Shapes”. What objects in our classroom are cones like in the book?</li> <li>• Read “Super Socks.” How is she feeling in this picture? What do you think she will do?</li> <li>• The Seasons Action Rhyme: What do you think this poem is going to be about?</li> <li>• Reread “Super Socks”. Do you have any pets at home?</li> </ul>  | <ul style="list-style-type: none"> <li>• After reading, “What is the Weather? Have children dress a paper doll with clothing representing the different types of weather.</li> <li>• While reading the chant, “The Seasons,” help children find the words in the chant that rhyme.</li> </ul>  | <ul style="list-style-type: none"> <li>• Show children how to read thermometers in the book and have them write down the temperatures and talk about how lower temperatures means colder weather.</li> <li>• After reading Ms. S’s Big Book, have children draw a silly monster by casting a shadow on the wall.</li> </ul> |
| <b>Subject:</b>            | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>  | <b>Enrichment:</b>  |
| <b>Writing</b>             | <ul style="list-style-type: none"> <li>• Writes a list</li> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Dictates sentences and stories</li> <li>• Writes name</li> <li>• Writes to express an opinion</li> <li>• Presents to peers</li> <li>• Participates in shared writing</li> <li>• Writes to narrate an event</li> </ul> | <ul style="list-style-type: none"> <li>• Begin a T-chart; label first column “Weather.” (List different types of weather)</li> <li>• Students trace Ss with their fingers.</li> <li>• Begin class book, “Our Favorite Weather.”<br/>My favorite weather is ____ because ____.<br/>Dictate or write using developmental writing tools.<br/>Illustrate.<br/>Write name.</li> <li>• Revisit T-chart and label 2<sup>nd</sup> column, “Seasons.” Name four seasons and record.</li> </ul> | <ul style="list-style-type: none"> <li>• Take a picture walk through “What is the Weather?” and have children describe the pictures in their own words and have children add those words to the first column in the T-chart.</li> <li>• During the shared writing, model writing sentences about Ms. S and leave some of the words blank so children can contribute to the story.</li> </ul> | <ul style="list-style-type: none"> <li>• After reading the chant, “The Seasons,” have children make up their own poem about the seasons.</li> <li>• During the shared writing, have children choose another season and write their own story about Ms. S.</li> </ul>  |

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|                    |   | <ul style="list-style-type: none"> <li>Students read their page from class book, "Our Favorite Weather."</li> <li>One rainy <b>spring</b> day, Ms. S ...; <i>What does Ms. S want to do? Does she have a problem?</i></li> </ul>   |   |   |
| <b>Subject:</b>    | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>   | <b>Enrichment:</b>  |
| <b>Mathematics</b> | <ul style="list-style-type: none"> <li>Identifies shapes</li> <li>Describes shapes</li> <li>Counts to determine quantity</li> <li>Constructs viable arguments and critiques the reasoning of others</li> <li>Looks for and makes use of structure</li> <li>Classifies groups of objects</li> <li>Sorts and describes objects</li> <li>Copies and extends patters</li> <li>Creates patterns</li> </ul> | <ul style="list-style-type: none"> <li>Read, "Solid Shapes;" review, <b>sphere, cylinder, cone, and cube.</b></li> <li>Review each shapes attributes: <i>How would you describe this shape? How is if different from___?</i></li> <li>Match solid shapes, <i>Explain your thinking.</i></li> <li>Sort solid shapes into groups: <i>What do all these objects have in common? What is the same about all of them?</i></li> <li>Play the "I Spy" games with solid shapes.</li> <li>Use solid shapes to copy, extend, and create patterns</li> <li>Play, "It's a Shape Mystery."</li> </ul> | <ul style="list-style-type: none"> <li>Provide real-life objects that are examples of the various solid shapes.</li> <li>Provide children with solid shapes blocks to explore as your read about each shape in the book.</li> <li>Have children choose real life objects from a group of objects to match the shapes on the back cover.</li> <li>While reviewing patterns using real life objects, place a solid shape block in front of the real life object to help children make connections.</li> </ul> | <ul style="list-style-type: none"> <li>Have partners choose a solid shape and make a list of at least three real life objects that are that shape.</li> <li>Have children make a pattern using solid shape blocks and have them read their patter identifying each shape block with the correct name.</li> <li>While reviewing patterns, have children create more complex patterns.</li> </ul> |

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|                               | <ul style="list-style-type: none"> <li>Recognizes and describes patterns</li> </ul>   |   |  |  |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>Makes scientific observations</li> <li>Observes changes in weather</li> <li>Records and shares scientific findings</li> <li>Uses scientific tools</li> <li>Participates in the classroom community</li> <li>Makes scientific predictions</li> <li>Demonstrates healthy habits</li> </ul> | <ul style="list-style-type: none"> <li>Read, "What is Weather;" Use words, <b>crisp, frosty, cloudy</b> and <b>sizzling</b> to ask which child is dressed for weather shown.</li> <li>Display "Our Weather Week" graph mat to add observations to graph throughout the week.</li> <li>Introduce <b>thermometer/temperature</b></li> <li>Revisit Anchor Chart 5; review and describe each season</li> <li>Display "Seasons" in Action Rhymes Flip Chart; Use the rhyme to describe the weather in each season</li> <li>Display p. 77 of Letter People Flip Chart: <i>What do you wear when the weather is cold?</i></li> </ul> | <ul style="list-style-type: none"> <li>While taking a vote on the children's favorite season, have children stand up instead of raising their hand so they realize that they have already voted.</li> <li>Have children act out activities that people do at different times of the year.</li> </ul> | <ul style="list-style-type: none"> <li>Show children how to read thermometers in the book and have them write down the temperatures and talk about how lower temperatures means colder weather.</li> </ul> |

**ACADEMIC LEARNING CENTERS**

|  |  |   |   |  |
|--|--|---|---|--|
| <p><b>Letter People Place Ms. S's Letter Play</b><br/>Children</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Printables</li> <li>Craft sticks, tape, play dough, sandpaper letters S</li> <li>White paper, crayons, glue, colored sand</li> <li>Plastic Ss letters</li> <li>Ms. S (when not in small group)</li> </ul> | <p><b>Emergent Writing What's the Weather</b></p> <p>Provide pre-made books. Have them draw a picture of a type weather. Write a word or sentence that explains what they drew. Encourage children to attempt to spell words phonetically or to write letters that represent the beg sounds in words.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Pre-made books</li> <li>Crayons and pencils</li> </ul> | <p><b>Math Solid Shapes</b></p> <p>Children feel solid shape blocks inside a paper bag and describe them before pulling them out of the bag. Challenge students place solid shapes on drawing paper and trace the outline of each face.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Paper shopping bag</li> <li>Solid shape blocks</li> <li>Drawing paper</li> <li>pencils</li> </ul> | <p><b>Theme Library &amp; Reading and Listening The Earth, Our Home</b></p> <p><b>Reading Nook</b></p> <p>After books, songs, and rhymes introduced in circle times or small groups, place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li><i>What is Weather?</i></li> <li>Letter S's song</li> <li>Letter people big book</li> <li><i>Super Socks</i></li> <li>Class book: <i>Our favorite Weather</i></li> <li>Student reader: <i>I See Rain</i></li> <li>Action Rhyme: "The Seasons"</li> </ul> | <p><b>Small Group</b></p> <p>In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b>DIG Theme Portfolio</b><br/><i>ELA- p.9-11</i><br/><i>Math- p.12</i></p> <p><b>Data Based (Circle Assessment)</b><br/>Based on the results of the circle data, you can group students, and create lessons using the</p> |
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| <p><b>Dramatic Play</b><br/> <b>Ask the weather reporter</b></p> <p>Set up center as a TV newsroom and encourage children to act out an interview with Ms. S about the weather. Might consult class weather graph.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Props such as dress up clothing, toy microphone, notepad, pencil</li> <li>• Ms. S (when not being used in small group)</li> </ul>  | <p><b>Art Studio</b><br/> <b>Make Umbrellas</b></p> <p>Children use folded muffin liner to make colorful umbrellas. Show children how to gently poke one end of a pipe cleaner through center of the fold and curl the other end to make handle. Glue to blue construction paper and draw raindrops with white crayon,</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Colored muffin liners, pipe cleaners</li> <li>• Blue construction paper, white crayons, glue</li> </ul> | <p><b>Technology</b><br/> <b>ePlay and Learn</b></p> <p>Children follow along in Ms. S's eBook. As they read, they listen to words beginning with /s/ sound. Children play Ms. S games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Super Socks</i></li> <li>• <i>What is Weather? And Solid Shapes</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/> <b>Let It Snow</b></p> <p>Fill a tub with shaving cream or foam soap to represent snow. Children use props to ride through the "snow", shovel it, move it, build with it, and dump it.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Tub</li> <li>• shaving cream or foaming soap</li> <li>• Toy props such as shovels, dump trucks, people, and cars</li> </ul> | <p style="color: red;">Cliengage.org small group lesson suggestions.</p> <p><b>Construction Zone</b><br/> <b>Make the Wind Blow</b></p> <p>Children predict with blocks or toys they can move just by blowing on them through cardboard tubes or fanning them with squares of cardboard. Encourage children to test their predictions. Then have them discuss which blocks they moved by blowing and why.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks and toys of various weights, shapes, and sizes</li> <li>• Cardboard tubes and squares</li> </ul> |
| <p><b>Week 4: 3/27/2022</b></p>   | <p><b>Theme 5: The Earth, Our Home</b></p>   |  | <p><b>Focus Question:</b> How can we take care of the Earth?</p>  |  |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1 Approaches to Learning PK.AL.4</b> Exhibits curiosity, interest, and willingness to learn new things and have new experiences.</p> <p><b>Domain 3 Social and Emotional Learning PK.SEL.1</b> Regulates responses you needs, feelings and events.</p> <p><b>Domain 4b Communication, Language and Literacy PK.ELAL.13</b> Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.</p> <p><b>Domain 5a Mathematics PK. MATH.14</b> Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences and other attributes.</p> <p><b>Domain 5c Social Studies PK.SOC.4</b> Begins to Learning basic civic and democratic principles.</p> |  |  |   |  |
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**MLL Support:**

Utilize videos, songs and books to illustrate pollution.  
 Add translation of RECYCLE, REUSE, RECOVER, REDUCE.

RECYCLE: Spanish- reciclar; Portuguese- reciclar; Arabic- التدوير إعادة ('iieadat altadwir)

REUSE: Spanish- reutilizar ; Portuguese- reuso ; Arabic- إعادة استخدام ('iieadat aistikhdam)

REDUCE: Spanish- reducir ; Portuguese- reduzir ; Arabic- خفض (khafd)

Taking care of the earth:

Spanish: <https://www.youtube.com/watch?v=E48AXpnh55o> <https://www.youtube.com/watch?v=mJbmUUoEREU>

Portuguese: <https://www.youtube.com/watch?v=pT8Oh4307F8> <https://www.youtube.com/watch?v=Wan38brZszg>

Arabic: <https://www.youtube.com/watch?v=R-QfQoYmpOQ> <https://www.youtube.com/watch?v=FpOWG4GDvx4>

**Multilingual Library:** A trip to the recycling center; Recycling; Ellos sembran plantas (They Grow Plants); The Junk Box; La caja de cosas viejas

**Vocabulary:** Wow Words: pollute, destroy, neglect, recycle, protect

Writing: **Interactive nl. Writing:** Opinion writing. It is my job to take care of the earth. Agree or Disagree. **Class Book:** How can we take care of the earth? Draw a picture of ways they can take care of the earth. I can \_\_\_\_\_.

**Theme/Seasonal Project Ideas:** create R is for Rainbow sun catcher, create flowers out of newspapers, plant grass seeds, create paper Mache Earth.

**Additional Read Aloud Options from Classroom Library:** Don't Throw That Away by Lara Bergen, Recycle Every Day by Nancy Elizabeth Wallace, What Does it Mean to Be Green? By Rana DiOrio.

| Subject:                     | Objective:  | Activities  | Remediation:   | Enrichment:  |
|------------------------------|---|---|--|--|
| Social Emotional Development | <ul style="list-style-type: none"> <li>Develops positive relationships with adults</li> </ul> | <ul style="list-style-type: none"> <li>Cleanup time song: "A Helper I will Be"</li> </ul> | <ul style="list-style-type: none"> <li>While looking at the Letter People poster, have partners pretend to be Mr. R and Mr. G</li> </ul> | <ul style="list-style-type: none"> <li>While looking at the Letter People poster, have children work with</li> </ul> |

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|                           | <ul style="list-style-type: none"> <li>Recognizes how actions affect others</li> <li>Assumes roles and responsibilities</li> </ul>  | <ul style="list-style-type: none"> <li>Introduce the focus question. Create a “problems” and “solutions” chart.</li> <li>Magic Trash game to determine today's line leader</li> </ul> | <ul style="list-style-type: none"> <li>and act out the story discussing problems and solutions.</li> </ul> | <ul style="list-style-type: none"> <li>a partner to make signs for recycling bins in the classroom to show what should go in each bin.</li> <li>Have children lead class discussions on recycling to model positive classroom exchanges.</li> </ul> |
| <p><b>Second Step</b></p> | <p style="text-align: center;"><b>Week 20</b></p> <p style="text-align: center;"><b>Fair Ways to Play</b></p> <p>What children want from a play situation influences how they solve problems with other children. If they want to stay friends, or if they want everyone to have fun, they are more likely to choose a positive solution, such as playing together. If they want to get their own way, they are more likely to choose a negative or aggressive solution, such as grabbing. This week’s activities encourage the positive goal of having fun together.</p> <p style="text-align: center;">Objectives:</p> <p>Children will be able to: 1. Identify how they feel when other children do or do not play in fair ways 2. Name ways they have fun with their friends</p> <p style="text-align: center;">Learning Concepts:</p> <ul style="list-style-type: none"> <li>When you play in fair ways, everyone has fun.</li> <li>Other children sometimes have different wants or likes than you do.</li> <li>Choosing to have fun with others rather than to get your own way helps you be friends.</li> </ul> <p style="text-align: center;">Key Words:</p> <ul style="list-style-type: none"> <li>N/A</li> </ul> |   |  |   |

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| <b>Subject:</b>           | <b>Objective:</b>  | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>  |
|---------------------------|--|--|--|---|
| <b>Alphabet Knowledge</b> | <ul style="list-style-type: none"> <li>• Recognizes and names letter R</li> <li>• Recognizes letter and sound relationships</li> <li>• Isolates and pronounces initial sounds</li> <li>• Matches capital and lowercase letters</li> </ul>  | <ul style="list-style-type: none"> <li>• Meet Mr. R</li> <li>• Learn More about Mr. R</li> <li>• Letter forms for Rr</li> <li>• Read about Mr. R</li> <li>• Meet and Greet Mr. R</li> <li>• Have fun with Mr. R</li> </ul>   | <ul style="list-style-type: none"> <li>• Lead children in tracing a huge letter R and then give children several plastic letters to sort letters R and T.</li> <li>• Encourage children to trace Mr. R's letters with their fingers and draw a letter R as they move to the music in Mr. R's song.</li> <li>• Have children choose their own material and practice drawing their own letter R.</li> <li>• After reading, "What is Read?" allow children to point to the rose or the rainbow ribbons and respond to the word play.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Mr. R's song that begins with the r sound.</li> <li>• Have children go on a scavenger hunt to find words and objects that begin with the letter R and use sticky notes to label the R words they find.</li> <li>• After reading, "What is Read?" encourage children to explain why they would rather have roses or rainbow ribbons and add details to their explanations.</li> </ul> |
| <b>Comprehension</b>      | <ul style="list-style-type: none"> <li>• Describes connections in text</li> <li>• Makes inferences and draws conclusions</li> <li>• Describes the role of author</li> <li>• Describes the role of illustrator</li> <li>• Recalls details</li> <li>• Asks and answers questions</li> <li>• Retells stories</li> </ul> | <ul style="list-style-type: none"> <li>• Read "Our Planet." How can you help keep the air clean? What can you do to save our planet? Discuss the boy hugging the tree. Why might he be doing that?</li> <li>• Reread "Our Planet". How do you think an author writes a book like this? What are some ways people can help the earth?</li> <li>• Read Mr. R's Letter. Why might other people say that Mr. R brags too much?</li> <li>• Read "What is Red?" What kinds of things does Mr. R have on his farm?</li> </ul> | <ul style="list-style-type: none"> <li>• While looking at the anchor chart, invite one group to act like people who are respecting nature and another group to act like people who are neglecting nature.</li> <li>• Display picture cues to review difficult vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>• Have children imagine a place in nature where no people have ever been before. Have them describe the place to a partner and then discuss ways that people can show their respect for it.</li> </ul>   |

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| <b>Subject:</b>            | <b>Objective:</b>  | <b>Activities</b>  | <b>Remediation:</b>   | <b>Enrichment:</b>  |
|----------------------------|--|--|---|---|
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>• Distinguishes real from make-believe</li> <li>• Makes connections</li> </ul>  | <ul style="list-style-type: none"> <li>• Reread "Our Planet". How do you think an author writes a book like this? How is it different from writing a make-believe story? How can you reduce the amount of garbage you make?</li> <li>• Reread "What is Red?" Have you ever been to a farm or seen farm animals?</li> </ul>   | <ul style="list-style-type: none"> <li>• After reading, "Our Planet," and have children describe the pictures on the back cover in their own words and tell how they harm the Earth. Use the Attachables to explain how the different actions helps the Earth.</li> <li>• After reading, "What is Red?" have children point to objects of different colors and identify the name of each object.</li> </ul> | <ul style="list-style-type: none"> <li>• Share the fun facts on the inside back cover of, "Our Planet," and discuss their impact on Earth, people, and animals.</li> <li>• After reading, "What is Red?" have children work with a partner to think of other things that could be found on a farm that are red, orange, yellow, green, blue, and purple.</li> </ul> |
| <b>Writing</b>             | <ul style="list-style-type: none"> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Dictates sentences and stories</li> <li>• Uses symbols or letters to write words</li> <li>• Writes name</li> <li>• Writes to answer a question</li> <li>• Presents to peers</li> <li>• Participates in shared writing</li> <li>• Writes to express an opinion</li> </ul> | <ul style="list-style-type: none"> <li>• Trace letter Rr with finger.</li> <li>• Draw a picture of ways to take care of the Earth.</li> <li>• Begin class book, "Helping the Earth."<br/>Write name on page.<br/>"I can _____."<br/>Illustrate.<br/>Write name.</li> <li>• Students read their page in class book, "Helping the Earth."</li> <li>• Students respond to question, "It is my job to take care of the Earth." (Do you agree? Why?)</li> </ul> | <ul style="list-style-type: none"> <li>• During the shared writing, help children make a list of ways they can personally help protect the Earth.</li> </ul>  | <ul style="list-style-type: none"> <li>• Have children write their own opinion statements telling whether they agree with the statement. For example, "It is my job to take care of the Earth."</li> </ul>  |

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| Subject:                      | Objective:   | Activities   | Remediation:  | Enrichment:   |
|-------------------------------|--|--|---|---|
| <b>Mathematics</b>            | <ul style="list-style-type: none"> <li>• Classifies a group of objects</li> <li>• Identifies shapes</li> <li>• Identifies special positions</li> <li>• Looks for and makes use of structure</li> <li>• Models with mathematics</li> <li>• Compares quantities</li> <li>• Counts to determine quantities</li> <li>• Uses appropriate tools strategically</li> <li>• Uses 1-1 correspondence when counting</li> <li>• Writes numerals</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce spatial positions</li> <li>• Gather solid shapes children brought from home.</li> <li>• Sort objects into groups of solid shapes.</li> <li>• Review solid shapes: <b>cylinder, cube, cone, sphere,</b> and <b>rectangular prisms.</b></li> <li>• Model position words: <b>beside, between, on.</b></li> <li>• Use Mr. R to identify spatial positions: <b>next to, in front of, behind, in, inside, on, outside, under.</b></li> <li>• Display 6-10 objects: count objects (note they are counting one <b>more</b>)</li> <li>• Use ten frame: to record amounts.</li> <li>• Write numeral to match ten frame.</li> <li>• Create sculptures using solid shapes</li> <li>• "Shape Sculpture Art Show."</li> </ul> | <ul style="list-style-type: none"> <li>• Sort objects as a whole group and start with one shape and review the attributes and then find items that are that shape.</li> <li>• Model placing Mr. R in various position and have children chant Mr. R is next to/in front of/behind ____.</li> <li>• Use gross motor commands and have children complete various motions to show special positioning such as hop in front of ____.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children create a chart or graph that shows how many objects are in each shape group.</li> <li>• Challenge children to think of other position words that we have not discussed yet.</li> <li>• Challenge children to take three objects and arrange them so one object is in, one object is on, and a third object is under a box.</li> <li>• While creating a sculpture, have children use their shape sculptures as inspiration for a make believe story.</li> </ul> |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Demonstrates environmental awareness</li> <li>• Understands community responsibility</li> <li>• Investigates physical materials</li> <li>• Participates in the classroom community</li> </ul>   | <ul style="list-style-type: none"> <li>• Turn and Talk: What can you do to save our planet?</li> <li>• Create a T-chart labeled, "Problems" and "Solutions." (Continue chart throughout the week)</li> <li>• <i>What do you throw in the garbage? How can you reduce the amount of garbage you make? (recycle)</i></li> <li>• <i>Anchor Chart 5: How are these people <b>respecting</b> the Earth?</i></li> <li>• <i>What could <b>pollute</b> this place?</i></li> <li>• <i>What would the animals do if their home was <b>destroyed</b>?</i></li> </ul>  | <ul style="list-style-type: none"> <li>• Name actions that destroy the Earth and actions that protect the Earth. Show visual representations of each. Have children yell, "Yay," for actions that protect the Earth.</li> <li>• After going over the chant, "The Seasons," give children more familiar examples of pollute, destroy, and neglect by using them in classroom context.</li> </ul>   | <ul style="list-style-type: none"> <li>• Have children choose one problem and solution from the book and work in small groups to make posters that encourages people to help the Earth with that issue.</li> </ul>  |

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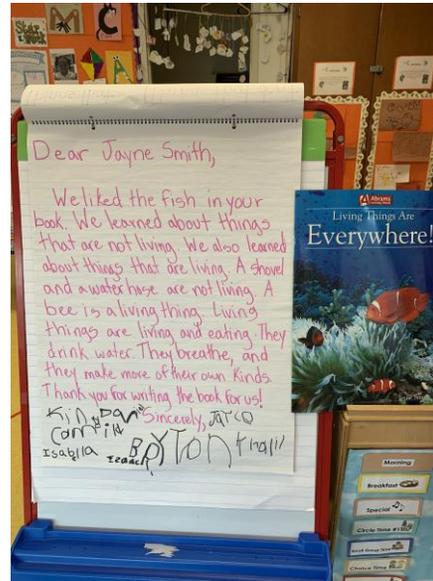
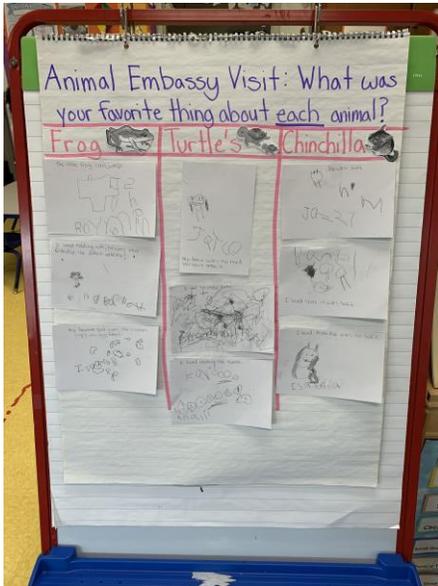
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|  |  | <ul style="list-style-type: none"> <li>Use Attachables to show how we can take care of the Earth.</li> <li>Reread, "Saving Our Planet."</li> </ul>   |  |   |
| <b>ACADEMIC LEARNING CENTERS</b>   |  |  |  |   |
| <p><b>Letter People Place</b><br/> <b>Mr. R's Letter Play</b><br/>         Children create their own stick puppet and then use stencils to form letter Rr's in the sand. Trace letter forms, cut out the letters, and decorate them with small pieces of ribbon. Encourage to use a variety of colors like a rainbow.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Printables</li> <li>Rr stencils, tub of sand</li> <li>Craft sticks, scissors, glue, ribbons</li> <li>Plastic Rr letters</li> <li>Mr. R. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/> <b>What Can We Recycle?</b><br/>         Students find pictures in a magazine of a recyclable. Children cut out pictures, glue to a piece of paper, and use letters, symbols, scribble, to tell what the object is. Hang children's pictures on "What Can We Recycle?" Wall.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Magazines</li> <li>Drawing paper, scissors, glue</li> <li>Pencils, crayons, markers</li> </ul>  | <p><b>Math</b><br/> <b>Spatial Positions</b><br/>         Children work in pairs to give and follow directions for building a block structure. Encourage the use of directions.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Blocks in assorted sizes, shapes, colors</li> </ul>  | <p><b>Theme Library &amp; Reading and Listening</b><br/> <b>The Earth, Our Home</b><br/> <b>Reading Nook</b><br/>         After books, songs, and rhymes introduced in circle times or small groups, place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li><i>Saving Our Planet</i></li> <li>Letter R's song</li> <li>Letter people big book</li> <li><i>What is Red?</i></li> <li>Class book: <i>Helping the Earth</i></li> <li>Student reader: <i>What a Rose!</i></li> <li>Action Rhyme: "The Seasons"</li> </ul> | <p><b>Small Group</b><br/>         In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b>DIG Theme Portfolio</b><br/> <i>ELA- p.13-15</i><br/> <i>Math- p.16</i></p> <p><b>Data Based (Circle Assessment)</b><br/>         Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/> <b>Caring for Earth</b><br/>         Children take turns acting out a way to take care of Earth, such as limiting water usage, planting a garden, recycling, or raking leaves. The other children in the center should guess what is being acted out and then switch roles.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Props for caring for the Earth (toy shovels, plants, toy</li> </ul>   | <p><b>Art Studio</b><br/> <b>Coffee Filter Earths</b><br/>         Display picture of Earth as reference. Children flatten a coffee filter into a circle and color with markers to create a drawing of Earth. Children spray the filter once or twice with water and watch the colors spread. When the filters dry, have children glue their Earth pictures onto black paper.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Manila squares</li> <li>Drawing materials</li> <li>Hole punch, yarn</li> </ul> | <p><b>Technology</b><br/> <b>ePlay and Learn</b><br/>         Children follow along in Mr. R's eBook. As they read, they listen to words beginning with Rr sound. Children play Mr. R games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Letter People eBooks: <i>What is Read?</i></li> <li><i>Interactive module: Solid Shapes</i></li> <li>Computer</li> <li>Headphones</li> <li>MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/> <b>Let's Recycle</b><br/>         Provide a variety of clean recyclable materials and empty boxes for sorting. Invite children to place the items into boxes according to the type of material they are made of, such as paper, plastic, and metal.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Clean recyclable items: empty plastic bottles, cans, aluminum foil, etc.</li> <li>Empty boxes with labels for each type of recyclable material</li> </ul>   | <p><b>Construction Zone</b><br/> <b>Recycling Center</b><br/>         Children work with a partner to build a recycling center out of blocks, where objects can be brought in, sorted, and then sent to different bins for recycling. Have children add signs and labels to their recycling centers.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Building blocks</li> <li>Small toys, props</li> <li>Paper, crayons, tape</li> </ul>  |

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| rake, recycling bin,<br>objects to recycle |  |  |  |  |
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|                        |                        |
|------------------------|------------------------|
| Theme 6: Living Things |                        |
| Shared Writing         | Project Based Learning |

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**Planting Lima Beans** - Students learn about seeds, and what plants need to grow. Over several weeks the children take care of and observe the lima beans as they sprout and grow.

Materials: 1) Lima beans, ziploc bag, water, paper towel, window 2) cup, soil, sunny spot, water.



**Caterpillar to Butterfly Observations** - Have live caterpillars in the classroom for students to observe and watch as they eat, grow, change into a chrysalis and finally butterflies.

Materials: Caterpillar cups, butterfly habitat, sugar packets, a butterfly food container, an outdoor place to release butterflies.

**Planting Marigolds** - The children will learn that plants need soil, water, sunshine and clean air.

Materials: Plastic cups, soil, marigold plant and water.



**Week 1: 4/10/23**

**Theme 6: Living Things**

**Focus Question: What grows?**

**Next Generation Standards:**

**Domain 1 Approaches to Learning PK.AL.5. Demonstrates persistence**

**Domain 3 Social and Emotional Learning PK.SEL.5.** Demonstrates pro-social problem-solving skills in social interactions

**Domain 4b Communication, Language and Literacy PK.AC.6.** Demonstrates their ability to represent ideas using a variety of method

**Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]** Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)

**Domain 5b Science PK.SCI.4. [P-LS1-1.]** Observes familiar plants and animals (including humans) and describes what they need to survive

**MLL Support:**

Play songs and narrations in the home languages about growing up, changes, life cycle.

Utilize online videos to illustrate life cycle of humans, plants and animals.

**Multilingual Library:** Esta Vivo! (Living!) ; Animal babies; Las Flores ; Flowers; I See Birds; Looking at Bugs; I See Flowers

Living vs. Non-Living Things:

Spanish: <https://www.youtube.com/watch?v=Y9p7hWishNk> <https://www.youtube.com/watch?v=W2NuihVz2M>

Portuguese: <https://www.youtube.com/watch?v=TafrUGgWNPE> <https://www.youtube.com/watch?v=lsGStOk5P1c>

Arabic: <https://www.youtube.com/watch?v=xHWv9nHHxM> <https://www.youtube.com/watch?v=8b2ZAVL0a5s>

**Vocabulary:** Wow Words: curious, transform, agree, disagree, ridiculous

Writing: **Interactive Writing:** What grows? chart. The \_\_\_ grows into a \_\_\_\_\_. **Class Book:** Do you know which one will grow? Children draw a picture of themselves as a baby. Who will this baby be? Children answer the question.

**Theme/Seasonal Project Ideas:** create parts of a plant diagram using art crafts such as cupcake holder, pipe cleaner, felt, etc., complete celery experiment by placing celery in water/food coloring and observe the colored water traveling up the celery stalk, begin caterpillar/butterfly growing kits to observe throughout theme.

**Additional Read Aloud Options from Classroom Library:** The Carrot Seed by Ruth Krauss, A Ladybug's Life by John Himmelman, One Bean by Ann Rockwell, It's a Firefly night by Dianne Ochiltree, Big Red Barn by Margaret Wise Brown

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| Subject:                            | Objective:  | Activities  | Remediation:   | Enrichment:   |
|-------------------------------------|---|---|--|---|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>• Demonstrates independence</li> <li>• Recognizes and regulates behavior and emotions</li> </ul>   | <ul style="list-style-type: none"> <li>• Children can use Mr. Z to play a zigzag game. Children can take turns being the zigzag leader.</li> <li>• Grow with the Letter People: flipchart p. 85. Discuss with Mr. Z how to ask for things that you need appropriately.</li> </ul> | <ul style="list-style-type: none"> <li>• Use the Letter People poster to discuss how we need to express our needs in order to get assistance.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children work with a partner to draw two pictures of themselves, one as a baby and one now and label the differences between the two pictures.</li> </ul> |
| <b>Second Step</b>                  | <p style="font-size: 1.2em; color: #ff8c00;">Week 21</p> <p style="font-size: 1.5em; color: #ff8c00;">Inviting to Play</p> <p>Children who are not included by others are at risk for negative outcomes. By learning and practicing how to invite others to play, children can help make sure everyone is included.</p> |   |  |   |

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Objectives:  
 Children will be able to: 1. Demonstrate how to use inviting language 2. Demonstrate inviting others to play during a game

Learning Concepts:

- Inviting others to play is a way to make friends.
- Inviting others to play helps everyone feel part of the classroom.

Key Words:

- Invite
- Inviting

| <b>Subject:</b>           | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>  | <b>Enrichment:</b>  |
|---------------------------|--|---|--|---|
| <b>Alphabet Knowledge</b> | <ul style="list-style-type: none"> <li>• Recognizes and names letter Z</li> <li>• Attends to sounds</li> <li>• Isolates and pronounces initial sounds</li> </ul> | <ul style="list-style-type: none"> <li>• Meet Mr. Z</li> <li>• Learn More About Mr. Z</li> <li>• Letter Forms for Zz</li> <li>• Read About Mr. Z</li> <li>• Meet and Greet Mr. Z</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage children to zip zippers as they move to the music in Mr. Z's song.</li> <li>• Glue pipe cleaners on the Z letter form page and have children trace the</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Mr. Z's song that begin with a Z.</li> <li>• Have children go on a scavenger hunt to find</li> </ul> |

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|                            | <ul style="list-style-type: none"> <li>Recognizes letter sound relationships</li> </ul>   |   | <p>pipe cleaners to the letter Z.</p> <ul style="list-style-type: none"> <li>Encourage children to trace Mr. Z's letters with their fingers and the make zig-zags,</li> </ul>  | <p>words and objects that begin with the letter Z and use sticky notes to label the R words they find.</p>   |
| <b>Comprehension</b>       | <ul style="list-style-type: none"> <li>Asks and answers questions</li> <li>Recalls details</li> <li>Makes inferences and draws conclusions</li> </ul> | <ul style="list-style-type: none"> <li>Read "Do you Know Which Ones Grow?" Does a bear grow? A Truck?</li> <li>Introduce the focus question.</li> <li>Reread "Do you Know Which Ones Grow?" What are you curious to find out today? If you gave a truck food and water would it grow?</li> <li>Read Mr. Z's letter. What do you think Zigzag means?</li> <li>Read "I Like Zippers". What do you have that is covered in zippers like Mr. Z?</li> <li>Read "Zip to the Zoo". What do zebras usually look like? What clues tell you what animal this is?</li> </ul> | <ul style="list-style-type: none"> <li>While reading, "Do You Know Which Ones Will Grow?" give children signals as to when they should answer yes or no in response to questions in the book. Tell them to look for a thumbs up signal from you.</li> <li>While reading, "Zip to the Zoo," have children make the animal sound as each animal is revealed.</li> <li>When reading, "Five Little Speckled Frogs," use flannel board pieces to represent the frogs on the log and take one away for the frog that jumps in the pool.</li> </ul> | <ul style="list-style-type: none"> <li>While reading, "Zip to the Zoo," have children work on groups to draw a zoo that has all of the different animals from the book and label the animals.</li> <li>When reading, "Five Little Speckled Frogs," encourage children to look though books and magazines in the class library to find other baby animals and their parents.</li> <li>While reading, "Zip to the Zoo," have partners recite and act out the word play for the rest of the class.</li> </ul> |
| <b>Subject:</b>            | <b>Objective:</b>   | <b>Activities</b>   | <b>Remediation:</b>  | <b>Enrichment:</b>   |
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>Makes connections</li> </ul>   | <ul style="list-style-type: none"> <li>Read "Zip to the Zoo". How is the zebra different than the one in the book?</li> <li>Read "I Like Zippers". What do you have that is covered in zippers like Mr. Z?</li> </ul>   | <ul style="list-style-type: none"> <li>To help elicit responses while reading "Do You Know Which Ones Will Grow?" provide pictures for children to hold and discuss living and non-living things.</li> </ul>   | <ul style="list-style-type: none"> <li>Give children a folder sheet of paper and encourage them to create their own, "What Grows?" picture by drawing a picture of a baby animal on the</li> </ul>   |

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|                    |   |   | <ul style="list-style-type: none"> <li>While looking at the anchor chart, have children point to the pictures on the chart and use a complete sentence to respond such as I see a squirrel</li> </ul>  | <p>outside and an adult animal on the inside.</p> <ul style="list-style-type: none"> <li>While looking at the anchor chart, challenge children to support their answers with detailed explanations and encourage children to explain their thinking.</li> </ul> |
| <b>Writing</b>     | <ul style="list-style-type: none"> <li>Writes letters</li> <li>Completes a sentence</li> <li>Creates books</li> <li>Dictates sentences and stories</li> <li>Writes name</li> <li>Writes to inform</li> <li>Presents to peers</li> <li>Participates in shared writing</li> </ul> | <ul style="list-style-type: none"> <li>Trace Zz with finger</li> <li>Begin class lift-the-flap book, "Who Grows?"<br/>Draw a picture of themselves as a baby.<br/>Write name on page.</li> <li>Students read their page from class book, "Who grows?"</li> <li>The ____ grows into a ____.</li> </ul> | <ul style="list-style-type: none"> <li>After reading, "Do You Know Which Ones Will Grow?" have children draw a picture of living things that grow and non-living things that do not grow and use highlighter to have them trace the words or copy from teacher writing.</li> </ul> | <ul style="list-style-type: none"> <li>After reading, "Do You Know Which Ones Will Grow?" have children draw a picture of living things that grow and non-living things that do not grow. Have children label their drawing.</li> </ul>                         |
| <b>Subject:</b>    | <b>Objective:</b>   | <b>Activities</b>   | <b>Remediation:</b>  | <b>Enrichment:</b>  |
| <b>Mathematics</b> | <ul style="list-style-type: none"> <li>Uses addition</li> <li>Uses 1-1 correspondence when counting</li> <li>Makes sense of problems and perseveres in solving them</li> </ul>  | <ul style="list-style-type: none"> <li>Model addition stories to 5 (When we <b>add</b>, we put the groups together to see how many <b>in all</b>.)</li> <li><i>What did we do to find how many <b>in all</b>?</i></li> <li>Guide addition stories to 5.</li> </ul>                                    | <ul style="list-style-type: none"> <li>While discussing addition, begin with keeping the numbers in each story to three or four total.</li> <li>Have children choose one, two, three, or four</li> </ul>   | <ul style="list-style-type: none"> <li>Challenge children to narrate an addition story and then act it out. Encourage them to ask the question, "How many in all?"</li> </ul>   |

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|                               | <ul style="list-style-type: none"> <li>• Constructs viable arguments and critiques the reasoning of others</li> <li>• Counts to determine quantity</li> <li>• Attends to precision</li> <li>• Describes shapes</li> <li>• Identifies shapes</li> </ul>  | <ul style="list-style-type: none"> <li>• Students share suggestions for solving story problems and explain how they found the answers.</li> <li>• Model/guide addition stories with objects.</li> <li>• Display cubes and spheres: students describe solid shapes; compare/contrast the shapes.</li> <li>• Add groups of shapes.</li> </ul> | <p>children for the first part of each story, but only add one child for the second part.</p> <ul style="list-style-type: none"> <li>• Give children counters to represent the children in the story and touch each counter as they group counts the children.</li> <li>• When creating addition stories, have children choose the objects that will be used in the addition story but assist with counting for the addition story.</li> <li>• Give children a set of books to touch and count during each addition story.</li> <li>• To review solid shapes, give children real-life objects to explore as they tell what they know about the shape of the objects.</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge children to explain to a partner what it means to add children to a group.</li> <li>• Have children model their own stories with objects and demonstrate to a partner what it means to tell how many in all.</li> <li>• To review solid shapes, challenge children to help make a list of objects that are spheres and cubes.</li> </ul> |
| <b>Subject:</b>               | <b>Objective:</b>   | <b>Activities</b>   | <b>Remediation:</b>   | <b>Enrichment:</b>  |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Explores living things</li> <li>• Investigates life cycles</li> <li>• Distinguishes between living and non-living things</li> <li>• Understands family roles</li> <li>• Understands time and events</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce theme: Living Things</li> <li>• Read, "Do You Know Which Ones Will Grow?"</li> <li>• Note each baby animal and the adult it will grow into</li> <li>• Turn and Talk: <i>What things will grow and not grow?</i></li> <li>• <i>Why doesn't a cap grow?</i></li> </ul>                     | <ul style="list-style-type: none"> <li>• Throughout this unit, whenever discussing something that grows, have children stand up slowly, reaching their arms high over their heads to show the concept of growing.</li> </ul>  | <ul style="list-style-type: none"> <li>• After reading, "Do You Know Which Ones Will Grow?" have children draw a picture of living things that grow and non-living things that do not grow.</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>• Look for living things outside class window.</li> <li>• Display Theme 6 Anchor Chart: Do plants <b>grow</b>? Are they <b>living</b> things like animals?</li> <li>• Introduce Action Rhyme: “Five Little Speckled Frogs.”</li> <li>• Give students pictures of baby and parent animals and have them match them.</li> <li>• Display Mr. Z in Letter People Flip Chart: Discuss how the children have grown using phrases that indicate time changes.</li> <li>• <i>How can you help your parents with your baby sister/brother?</i></li> </ul> | <ul style="list-style-type: none"> <li>• While reading, “Do You Know Which Ones Will Grow?” have children make the animal sounds of the baby and adult animals as you read each page.</li> <li>• Re-read “Do You Know Which Ones Will Grow?” and engage children in a discussion about which animals grow. Use photos from the book for visual support.</li> </ul> | <ul style="list-style-type: none"> <li>• After reading, “Do You Know Which Ones Will Grow?” provide children with pre-made books and encourage them to make a book to illustrate and label the baby animals.</li> </ul> |
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**ACADEMIC LEARNING CENTERS**

|   |  |   |  |  |
|---|--|---|--|--|
| <p><b>Letter People Place Mr. Z’s Letter Play</b><br/>Children make Mr. Z puppet and then form Zz using finger paints. Trace Zz letter forms and decorate with zigzag shapes.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> </ul> | <p><b>Emergent Writing What Will I Grow to Be?</b><br/>Children use pictures of baby animals and parents to make their own life the flap book.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Pictures of animals</li> <li>• Folded sheets of construction paper</li> </ul> | <p><b>Math Adding to Five</b><br/>Children choose zip-top bag containing a counting set. They will empty the bag, sort the counters into 2 groups, count each group and add the groups together to find out how many in all. Then have them match the numeral card that tells how many in all.</p> <p><b>What you need:</b></p> | <p><b>Theme Library &amp; Reading and Listening Living Things Reading Nook</b><br/>After books, songs, and rhymes introduced in circle times or small groups, place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> | <p><b>Small Group</b><br/>In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u><a href="#">DIG Theme Portfolio</a></u></b></p> |
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| <ul style="list-style-type: none"> <li>• Craft sticks, tape, finger paint and paper, crayons,</li> <li>• Plastic Zz letters</li> <li>• Mr. Z. (when not in small group)</li> </ul>  | <ul style="list-style-type: none"> <li>• glue</li> </ul>   | <ul style="list-style-type: none"> <li>• Pre-packaged counting sets in zip-top bags. Should not exceed 5 in a set.</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Do You Know Which Ones Will Grow?</i></li> <li>• Letter Zz's song</li> <li>• Letter people big book</li> <li>• <i>Zip to the Zoo</i></li> <li>• Class book: <i>Who Grows</i></li> <li>• Student reader: <i>I Like Zippers</i></li> <li>• Action Rhyme: "5 Little Speckled Frogs"</li> </ul>            | <p><i>ELA- p.1-3</i><br/><i>Math- p.4</i></p> <p><b>Data Based (Circle Assessment)</b><br/>     Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p>                                 |
| <p><b>Dramatic Play</b><br/> <b>Flower Delivery</b></p> <p>Children role-play being gardeners, florists, or another job that deals with living plants. Encourage them to make flower deliveries in the classroom.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Floral props, such as empty pots, shredded brown paper for dirt, floral foam blocks, gloves, watering can</li> <li>• Drawing and writing materials</li> </ul> | <p><b>Art Studio</b><br/> <b>Living Things Mural</b></p> <p>Children create a large butcher paper mural that shows baby and adult living things.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Butcher paper</li> <li>• Pencils, crayons, markers</li> </ul> | <p><b>Technology</b><br/> <b>ePlay and Learn</b></p> <p>Children follow along in Mr. Z's eBook. As they read, they listen to words beginning with Zz sound. Children play Mr. Z games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Zip to the Zoo</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/> <b>Living or Nonliving</b></p> <p>Children compare two leaves: one from a living plant and one from an artificial plant.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Real leaves</li> <li>• Silk leaves</li> <li>• Hand lenses</li> <li>• Writing and drawing supplies</li> </ul> | <p><b>Construction Zone</b><br/> <b>Growing Long, Growing Tall</b></p> <p>Children use building blocks to show how living things grow.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> <li>• Pictures of long animals</li> <li>• Pictures of tall plants</li> </ul> |
| <p><b>Week 2: 4/24/23</b></p>   | <p><b>Theme 6: Living Things</b></p>   |  | <p><b>Focus Question: What do living things need?</b></p>  |  |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1 Approaches to Learning PK.AL.3.</b> Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</p> <p><b>Domain 3 Social and Emotional Learning PK.SEL.5.</b> Demonstrates pro-social problem-solving skills in social interactions</p>   |  |  |  |  |

**Domain 4b Communication, Language and Literacy PK.ELAL.20. [PKSL.2]** Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)

**Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]** Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)

**Domain 5b Science PK.SCI.4. [P-LS1-1.]** Observes familiar plants and animals (including humans) and describes what they need to survive.

**MLL Support:**

Provide students with a thorough selection of visual aids labeled in multiple languages to talk about living things and life cycle.

**Multilingual Library:** Learning about trees; Learning about insects

What living things need:

Spanish: <https://www.youtube.com/watch?v=eN33P55zgOs> [https://www.youtube.com/watch?v=MKuKOX\\_5P4k](https://www.youtube.com/watch?v=MKuKOX_5P4k)

Portuguese: <https://www.youtube.com/watch?v=Q1OfPSQMSXQ> <https://www.youtube.com/watch?v=dGECN2ezbgq>

Arabic: <https://www.youtube.com/watch?v=cEDn0sms3jU> <https://www.youtube.com/watch?v=hsIONsw6y1E>

**Vocabulary:** Wow Words: gasp, impossible, harm, tiny, huge

Writing: **Interactive Writing:** Writing a letter. On chart paper the children help write a letter to the author of the book.

Dear \_\_\_\_\_. Tell the author what they learned from the book. **Class Book:** Living things are everywhere. Children draw a picture of a living thing growing, eating or breathing. Children complete the sentence Living things\_\_\_\_\_.

**Theme/Seasonal Project Ideas:** create I is for igloo craft, go on a nature walk to observe living versus non-living things, create craft habitats to show where different living things live.

**Additional Read Aloud Options from Classroom Library:** I Am a Living Thing by Bobbie Kalman, In the Small, Small Pond by Denise Fleming, Is it Living or Nonliving? By Rebecca Rissman.

| Subject: | Objective: | Activities | Remediation: | Enrichment: |
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| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Demonstrates problem solving skills</li> </ul>  | <ul style="list-style-type: none"> <li>Grow with the letter People. Children can try to help Mr. I figure out how to solve the problem in the script p. 88 in the flip chart.</li> </ul>                       | <ul style="list-style-type: none"> <li>Have children work with a partner to explain what Mr. I's problem is and why it is a problem and how to solve it</li> </ul>   | <ul style="list-style-type: none"> <li>Have children think of a problem they've had where they needed something but couldn't get it.</li> </ul>   |
| <b>Second Step</b>                  | <p><b>Week 22</b></p> <h2 style="color: #E67E22;">Joining in with Play</h2> <p>Developing the ability to join in the ongoing play of other children is a major task of early childhood. Children who are not able to do this are at risk for negative outcomes.</p> <p>Objectives:<br/>       Children will be able to: 1. Come up with lots of ideas for play 2. Identify positive ways to join in.</p> <p>Learning Concepts:</p> <ul style="list-style-type: none"> <li>Noticing what other children are playing and offering ideas for play helps you join in.</li> </ul> <p>Key Words:</p> <ul style="list-style-type: none"> <li>Join In</li> </ul> |  |  |   |
| <b>Subject:</b>                     | <b>Objective:</b>  | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>  |
| <b>Alphabet Knowledge</b>           | <ul style="list-style-type: none"> <li>Recognizes and names letter I</li> <li>Matches initial sounds</li> <li>Recognizes that letters form words</li> <li>Recognizes words that rhyme</li> </ul>   | <ul style="list-style-type: none"> <li>Meet Mr. I</li> <li>Learn more About Mr. I</li> <li>Letter forms for li</li> <li>Read About Mr. I</li> <li>Meet and greet Mr. I</li> <li>Have Fun with Mr. I</li> </ul> | <ul style="list-style-type: none"> <li>Draw a large I on chart paper and have children trace the letter using large arm and body movements.</li> <li>Encourage children to trace Mr. I's letters with their fingers and to draw</li> </ul> | <ul style="list-style-type: none"> <li>Have children identify the words they hear in Mr. I's song that begin with an I.</li> <li>Have children go on a scavenger hunt to find words and objects that begin with the letter I</li> </ul> |

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|                            |   |  | the capital letter I in the air as they move to the music in Mr. I's song.   | and use sticky notes to label the I words they find.   |
| <b>Comprehension</b>       | <ul style="list-style-type: none"> <li>Asks and answers questions</li> <li>Recalls details</li> <li>Uses picture cues</li> <li>Makes inferences and draws conclusions</li> <li>Retells stories</li> </ul> | <ul style="list-style-type: none"> <li>Read "Living Things are Everywhere". What things do you see in this photo that are living? Discuss the difference between living and non-living things.</li> <li>Reread "Living Things are Everywhere". What is the boy doing? Why do you think the author wrote this book? Is the book telling us about real things or made-up things?</li> <li>Read Mr. I's Letter. What does he like to investigate?</li> <li>Read "If it Is..." What do you think the impossible inches look like?</li> <li>Action Rhyme "Five green and Speckled Frogs". Children can retell the rhyme and demonstrate for each other.</li> <li>Reread "If It Is..." What is another word for small?</li> <li>Grow with the letter People. Children relate their own problem to the problems faced by Mr. I</li> </ul> | <ul style="list-style-type: none"> <li>After reading "Living Things Are Everywhere," allow children to find pages in the book and point to photos that help communicate their ideas for answering the focus questions.</li> <li>While reading, "If it is..." provide photographs that show the seasons as it appears in the book for visual support.</li> <li>While playing BINGO about living and non-living things, place the bingo cards face up instead of face down and invite the children to point to two pictures of living things and do the same for non-living things.</li> </ul> | <ul style="list-style-type: none"> <li>After reading "Living Things Are Everywhere," challenge children to expand on their answers with examples that they read in the book.</li> <li>While playing BINGO about living and non-living things, challenge children to use the pictures from magazines to make their own memory game.</li> <li>While reading, "If it is..." invite children to work with a partner to measure a variety of objects as they recite the word play.</li> </ul> |
| <b>Subject:</b>            | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>   |
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>Distinguishes between real and make believe</li> <li>Makes connections</li> <li>Makes predictions</li> </ul>   | <ul style="list-style-type: none"> <li>Reread "Living Things are Everywhere". What is the boy doing? Why do you think the author wrote this book? Is the book telling us about real things or made-up things? How do you know? Why do living things need food?</li> <li>Read "If It Is..." What do you like to do in Winter/Spring/Fall?</li> </ul>  | <ul style="list-style-type: none"> <li>After reading "Living Things Are Everywhere," ask questions and model using complete sentences by restating their ideas in sentence form.</li> <li>While reading, "If it is..." use the picture cues to</li> </ul>  | <ul style="list-style-type: none"> <li>While reading, "If it is..." have children work with a partner to tell a story about what they like to do in each season.</li> </ul>  |

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|                    |  | <ul style="list-style-type: none"> <li>Read "I Measure". Children can make predictions about what he will measure. Check predictions after reading.</li> </ul>   | <p>discuss different objects they see that begin with the I sound.</p>  |   |
| <b>Writing</b>     | <ul style="list-style-type: none"> <li>Writes a list</li> <li>Writes letters</li> <li>Completes a sentence</li> <li>Writes to inform</li> <li>Dictates a sentence</li> <li>Writes name</li> <li>Create books</li> <li>Presents to peers</li> <li>Participates in shared writing</li> <li>Writes to convey meaning</li> </ul> | <ul style="list-style-type: none"> <li>Read, "Living Things are Everywhere!"</li> <li>Record responses to, <i>What do living things need?</i> on chart paper.</li> <li>Trace li with finger</li> <li>Class Book: What Living Things Do." Living things _____. Dictate or complete using developmental writing tools. Illustrate. Write name.</li> <li>Students read their page from class book, "What Living Things Do."</li> <li>Write the author to let her know what we have learned:<br/>Dear _____           <ul style="list-style-type: none"> <li>Have students sign letter.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Re-read "Living Things Are Everywhere," and engage children in a discussion about what they learned about living things and model writing a list.</li> </ul>   | <ul style="list-style-type: none"> <li>Challenge children to make a guide telling what a new pet would need.</li> </ul>   |
| <b>Subject:</b>    | <b>Objective:</b>  | <b>Activities</b>  | <b>Remediation:</b>   | <b>Enrichment:</b>  |
| <b>Mathematics</b> | <ul style="list-style-type: none"> <li>Models with mathematics</li> <li>Counts to determine quantity</li> <li>Reasons abstractly and quantitatively</li> <li>Attends to precision</li> <li>Uses addition</li> </ul>  | <ul style="list-style-type: none"> <li>Model addition stories with pictures.</li> <li>Draw 2 children eating snack. Then, [Child 3] joined the group. I will <b>add</b> another person to my picture. Review story and count figures.</li> <li>Introduce a <b>plus sign</b>.</li> <li>Model addition stories with numerals: model addition stories.</li> </ul>   | <ul style="list-style-type: none"> <li>Use children to represents of parts of the addition story instead of drawing the addition story.</li> <li>Give children counters to represent the pictures in the story. Have children touch and count each</li> </ul> | <ul style="list-style-type: none"> <li>Challenge children to draw a math story with stick figures and the plus sign and tell their story to a friend.</li> <li>Have children lead the class in telling an entire addition story.</li> </ul> |

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|                               | <ul style="list-style-type: none"> <li>Makes sense of problems and perseveres in solving them.</li> <li>Describes shapes</li> <li>Identifies shapes</li> <li>Constructs viable arguments and critiques the reasoning of others</li> <li>Uses 1-1 correspondence</li> </ul> | <p>Draw pictures, then add matching numeral below. Add the plus sign between numerals. <i>How many in all?</i></p> <ul style="list-style-type: none"> <li>Display <b>cones</b> and <b>cylinders</b>; review attributes.</li> <li>Add groups of solid shapes together using addition stories.</li> <li>Teach “Five Little Bees.”</li> <li>Use the rhyme to model an addition problem</li> </ul> | <p>counter as the group counts the pictures.</p> <ul style="list-style-type: none"> <li>Provide children with pre-made stick figures instead of having them draw their own.</li> <li>Prompt the artist and numeral writer by repeating the number they are to record.</li> <li>Ask leading questions to aid children’s memory about shape attributes.</li> </ul> | <ul style="list-style-type: none"> <li>Have children draw their own addition story and add the numerals below the groups they have drawn.</li> <li>Have children use cones and cylinders to tell addition stories.</li> </ul>                |
| <b>Subject:</b>               | <b>Objective:</b>  | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>   |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>Distinguishes between living and nonliving things</li> <li>Explores living things</li> <li>Makes scientific observations</li> <li>Identifies parts of the body</li> </ul>   | <ul style="list-style-type: none"> <li>Display p. 10-11 in, “Living Things Are Everywhere!”</li> <li>Review the things living things need and what they do.</li> <li>Turn and Talk: <i>What did you discover about living things/nonliving things from the book?</i></li> <li>Investigate what Mr. I is covered with.</li> </ul>   | <ul style="list-style-type: none"> <li>After reading “Living Things Are Everywhere,” have children breathe on a window or mirror to help them understand the concept of breathing.</li> <li>Have children explore the Attachables and sort</li> </ul>  | <ul style="list-style-type: none"> <li>Have children make their own two-column chart that shows the differences between living and non-living things.</li> <li>Have children think about how the needs of living things change in</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• <i>What is the difference between living and nonliving things?</i></li> <li>• <i>Why do living things need food?</i></li> <li>• <i>Use Attachables to identify living/nonliving things.</i></li> <li>• Display Anchor Chart 6: Describe something you see that <b>grows</b>.</li> <li>• Do you see anything that could <b>harm</b> the squirrels?</li> <li>• Play memory game matching pictures of living things with other living things and nonliving things with other nonliving things.</li> <li>• The _____ is a [living/nonliving] thing because _____.</li> </ul> | <p>them into two piles of living and non-living.</p> <ul style="list-style-type: none"> <li>• Guide children to name the different kinds of animals shown in the anchor chart.</li> <li>• Provide pictures of various animal habitats and discuss these prior to using the anchor chart.</li> </ul> | <p>different types of weather and have them discuss differences in needs based on the current weather.</p> |
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**ACADEMIC LEARNING CENTERS**

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| <p><b>Letter People Place</b><br/> <b>Mr. I's Letter Play</b><br/>         Children create their own Mr. I puppet and form letters li using a sand tray. Children trace li on the letter forms page and decorate the letters on insect stickers.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> </ul> | <p><b>Emergent Writing</b><br/> <b>Shape Animals</b><br/>         Students make animals out of construction paper shapes. Label animals using letters, symbols, or scribbling to write on their pictures about things their animal needs to live.</p> <p><b>What you need:</b></p> | <p><b>Math</b><br/> <b>Write on a Board</b><br/>         Children choose a zip top bag containing a counting set. They will empty the bag, sort the counters, count each group, and add the groups together to find out how many in all. Write numeral that tells how many in all on white board.</p> <p><b>What you need:</b></p> | <p><b>Theme Library &amp; Reading and Listening</b><br/> <b>Living Things</b><br/> <b>Reading Nook</b><br/>         After books, songs, and rhymes introduced in circle times or small groups, place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> | <p><b>Small Group</b><br/>         In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> |
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| <ul style="list-style-type: none"> <li>• Craft sticks, tape, sand tray, small inset stickers</li> <li>• Plastic li letters</li> <li>• Mr. I. (when not in small group)</li> </ul>  | <ul style="list-style-type: none"> <li>• Construction paper triangles</li> <li>• Squares, circles, and rectangles, glue</li> <li>• Crayons and pencils</li> </ul>  | <ul style="list-style-type: none"> <li>• Pre-packaged counting sets in zip-top bags</li> <li>• Wipe off white board, markers</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Living Things Are Everywhere!</i></li> <li>• Letter I's song</li> <li>• Letter people big book</li> <li>• <i>If it is...</i></li> <li>• Class book: <i>What Living Things Do</i></li> <li>• Student reader: <i>I measure</i></li> <li>• Action Rhyme: "5 Little Speckled Frogs"</li> </ul>                                  | <p><b><u>DIG Theme Portfolio</u></b><br/><i>ELA- p.5-7</i><br/><i>Math- p.8</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p>   |
| <p><b>Dramatic Play</b><br/><b>Care for Your Pets</b></p> <p>Children can choose different pets to care for, and act out feeding their pets, changing their water, taking them for walks, playing with pet toys, and grooming their pet's fur.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Toy or stuffed animals</li> <li>• Leashes or yarn</li> <li>• Balls or other pet toys</li> <li>• Water and food bowls</li> <li>• Other pet accessories, such as beds, bows, grooming supplies</li> </ul> | <p><b>Art Studio</b><br/><b>Living Things Mural</b></p> <p>Children continue to add to the "Living Things" mural that they created. Add details about what living things need.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• "Living Things" mural from Week 1</li> <li>• Pencils, crayons, and markers</li> </ul> | <p><b>Technology</b><br/><b>ePlay and Learn</b></p> <p>Children follow along in Mr. I's eBook. As they read, they listen to words beginning with li sound. Children play Mr. I games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>If it is...</i></li> <li>• Computer</li> <li>• Interactive Module: <i>Living Things Are Everywhere!</i></li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/><b>Leaf Rubbings</b></p> <p>Children model placing a piece of paper over a leaf, and with an unwrapped crayon, gently rub color over the leaf to create a rubbing.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Fresh leaves</li> <li>• Hand lenses</li> <li>• White paper, unwrapped crayons</li> </ul> | <p><b>Construction Zone</b><br/><b>Forest Life</b></p> <p>Children use Theme 6 Anchor chart as inspiration to build a forest with building blocks. Provide books about forest life and other toy props for children to use.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> <li>• Toy props, such as plants and animals</li> <li>• Books about forests</li> <li>• Writing and drawing supplies</li> </ul> |

**Week 3:5/1/2023**

**Theme 6: Living Things**

**Focus Question: What do plants need to grow?**

**Next Generation Standards:**

**Domain 1 Approaches to Learning PK.AL.2** Actively engages in problem solving

**Domain 3 Social and Emotional Learning PK.SEL.5.** Demonstrates pro-social problem-solving skills in social interactions

**Domain 4b Communication, Language and Literacy PK.ELAL.29 [PKL.6]** Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences

**Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]** Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)

**Domain 5b Science PK.SCI.5. [P-LS1-2.]** Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment

**MLL Support:**

Provide students with parts of a plant and place them in homogenous language groups to discuss the topic.

**Use a classroom plant and invite students to share their no**

**Multilingual Library:** My Garden; Buen trabajo; La vida de las plantas

**What plants need to grow:**

Spanish: [https://www.youtube.com/watch?v=UPnadi\\_UE\\_A](https://www.youtube.com/watch?v=UPnadi_UE_A) <https://www.youtube.com/watch?v=2ive6BbOSf4>

Portuguese: <https://www.youtube.com/watch?v=3PaqJfQzuo0> [https://www.youtube.com/watch?v=oJQ40YE\\_B4w](https://www.youtube.com/watch?v=oJQ40YE_B4w)

Arabic: <https://www.youtube.com/watch?v=eWmMn13286U> <https://www.youtube.com/watch?v=eHuntlV-YuU>

**Vocabulary:** Wow Words: mystery, sprout, brilliant, variety, gigantic

Writing: **Interactive Writing:** Responding to text. What do plants need to grow? Create a list of what plants need & did it grow?

**Class Book:** The mystery seeds. Children draw a picture of the different parts of a plant. Children complete the sentence Plants have\_\_\_\_\_.

**Theme/Seasonal Project Ideas:** complete Lima bean in a bag to show how plants grow, have children bringing in living/non-living things from home and sort objects.

**Additional Read Aloud Options from Classroom Library:** Planting a Rainbow by Lois Ehlert, Pumpkin Pumpkin by Jeanne Titherington, Underground by Denise Fleming.

| Subject: | Objective: | Activities | Remediation: | Enrichment: |
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| <p><b>Social Emotional Development</b></p> | <ul style="list-style-type: none"> <li>• Demonstrates problem solving skills</li> <li>• Recognizes personal limitations</li> </ul>   | <ul style="list-style-type: none"> <li>• Grow with the Letter People. Discuss how hard it can be to be patient. Children share a story about a time they had to be patient.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Emphasize the idea of being patient by having children sit calmly and quietly without doing anything for one minute.</li> </ul>   | <ul style="list-style-type: none"> <li>• Have partners think of a time when they had to be patient and have them discuss if it was difficult to wait and why and whether or not it was worth it.</li> </ul>   |
| <p><b>Second Step</b></p>                  | <p><b>Week 23</b><br/> <b>Saying the Problem</b></p> <p>Skilled problem solvers get along better with other children and have fewer conflicts and problems with aggression.</p> <p>Objectives:<br/>       Children will be able to: 1. Demonstrate calming down and saying the problem 2. Use words to describe problems presented in scenarios</p> <p>Learning Concepts:</p> <ul style="list-style-type: none"> <li>• You need to calm down before you solve a problem.</li> <li>• The first Problem-Solving Step is to use words to say the problem.</li> </ul> <p>Key Words:</p> <ul style="list-style-type: none"> <li>• Problem</li> <li>• Words</li> <li>• Safe</li> </ul> |  |  |   |
| <p><b>Subject:</b></p>                     | <p><b>Objective:</b></p>   | <p><b>Activities</b></p>   | <p><b>Remediation:</b></p>   | <p><b>Enrichment:</b></p>   |
| <p><b>Alphabet Knowledge</b></p>           | <ul style="list-style-type: none"> <li>• Recognizes and names letter V</li> <li>• Attends to sounds</li> <li>• Isolates and pronounces initial sounds</li> <li>• Recognizes letter sound relationships</li> <li>• Matches uppercase and lowercase letters</li> </ul>   | <ul style="list-style-type: none"> <li>• Meet Ms. V</li> <li>• Learn More About Ms. V</li> <li>• Letter forms for Vv</li> <li>• Read About Ms. V</li> <li>• Meet and Greet Ms. V</li> <li>• Have Fun with Ms. V</li> </ul> | <ul style="list-style-type: none"> <li>• Ask children to identify Ms. V's vegetables, by pointing to pictures.</li> <li>• Encourage children to trace Ms. V's letters with their fingers and draw the letter v in the air as the march to the music in Ms. V's song</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Ms. V's song that begin with the letter v.</li> <li>• Have children go on a scavenger hunt to find words and objects that begin with the letter V and use sticky notes to label the V words they find..</li> </ul> |

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| <p><b>Comprehension</b></p> | <ul style="list-style-type: none"> <li>• Uses picture cues</li> <li>• Describes connections in text</li> <li>• Recalls details</li> <li>• Asks and answers questions</li> <li>• Identifies story sequence</li> <li>• Makes inferences and draws conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Read “The Mystery Seeds”. Children predict what the mystery plant is.</li> <li>• Reread “The Mystery Seeds”. What did the mystery seeds grow into? Children assemble a flower using the Attachables. They identify each part as they go.</li> <li>• Reread Ms. V’s Letter. Why does she like to travel so far from home?</li> <li>• Read “It All Adds Up”. What can you count on the front cover? How did the children have fun at the beach?</li> <li>• Read “This is the Way”. Children can act out the things Ms. V does in the story.</li> <li>• Reread “It All Adds Up”. What did we learn about in this book?</li> <li>• Reread “This is the Way”. Children will vote on their favorite vegetable.</li> </ul> | <ul style="list-style-type: none"> <li>• After reading, “The Mystery Seeds, encourage children to sequence what is happening as the seed grows into a plant and ask questions such as what happens first?</li> <li>• Re-read, “This is the Way,” and use picture cues to discuss the different vegetables they see. Provide photographs that show the vegetables in, “This is the Way.”</li> <li>• For the chant, “I Grow,” repeat the action rhyme with children one or two more times until they can remember it on their own.</li> </ul> | <ul style="list-style-type: none"> <li>• After reading, “The Mystery Seeds, invite children to keep a science journal about the classroom plants. Give them pre-made books and encourage them to draw pictures and record the progress of the plants.</li> <li>• Have children tell the story of the rabbit in Ms. V’s garden.</li> </ul> |

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| <b>Subject:</b>            | <b>Objective:</b>  | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>  |
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| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Makes connections</li> </ul> | <ul style="list-style-type: none"> <li>• Read “The Mystery Seeds”. What do you think the mystery in this book will be?</li> <li>• Action Rhyme “I Grow”. What does the title tell you about the rhyme?</li> <li>• Read “I Like My Vest”. Whose vest do you like the best?</li> </ul> | <ul style="list-style-type: none"> <li>• Use the “Planting a seed,” visual sequence board to support discussions about the anchor chart.</li> <li>• After reading, “This Is The Way,” show children pictures of a variety of vegetables they can choose from to answer the word play.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children draw a picture of a nearby forest or park that they have visited that contains some of the plants and animals they saw there.</li> <li>• After reading, “This Is The Way,” have children draw a picture of a seed package of their favorite vegetable</li> </ul> |

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| <p><b>Writing</b></p>     | <ul style="list-style-type: none"> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Dictates sentences and stories</li> <li>• Writes name</li> <li>• Writes to inform</li> <li>• Presents to peers</li> <li>• Participates in shared writing</li> <li>• Writes to narrate an event</li> </ul> | <ul style="list-style-type: none"> <li>• Students trace Vv with their finger.</li> <li>• Begin class book, "Plants."<br/>Plants have ____.</li> <li>• Dictate or complete using developmental writing skills.<br/>Draw parts of a plant.<br/>Write name on page.</li> <li>• Students read their page in class book, "Plants."</li> <li>• Revisit list, "What Plants need" and "Did It Grow" chart; record more observations</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Invite children to point to the pictures of what plants need to participate in the shared writing activity.</li> </ul>  | <ul style="list-style-type: none"> <li>• Have children make a book or poster that shows pictures of how to take care of a seed to help it grow into a plant.</li> </ul>  |
| <p><b>Subject:</b></p>    | <p><b>Objective:</b></p>  | <p><b>Activities</b></p>  | <p><b>Remediation:</b></p>   | <p><b>Enrichment:</b></p>  |
| <p><b>Mathematics</b></p> | <ul style="list-style-type: none"> <li>• Counts to determine quantity</li> <li>• Uses addition</li> <li>• Makes sense of problems and perseveres in solving them</li> <li>• Recognizes numerals</li> <li>• Uses 1-1 correspondence</li> </ul>   | <ul style="list-style-type: none"> <li>• Review rhyme, "Five Little Bees."</li> <li>• Introduce the equal sign</li> <li>• Use "Five Little Bees" to tell a math story</li> <li>• Sketch bees, count them, write numeral.</li> <li>• Draw plus <b>sign</b> in red and write an <b>equal</b> sign in blue.</li> <li>• Read, "It All Adds Up."</li> <li>• How can we find out how many kites there are <b>in all</b>?</li> <li>• Place Attachables in number boxes.</li> </ul> | <ul style="list-style-type: none"> <li>• Use volunteers to model the addition story. Hold a card with a plus sign in between the two groups.</li> <li>• Emphasize the word plus and equal as you read each number sentence and use counters to demonstrate the number sentence.</li> <li>• As you read the equations in the book,</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge children to lead the group by tapping and reading the number sentence and encourage them to use the new vocabulary word equal.</li> <li>• Have children create their own number sentence with the Attachables and challenge them to read</li> </ul> |

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|                               | <ul style="list-style-type: none"> <li>Looks for and makes use of structure</li> <li>Identifies quantities without counting</li> </ul>   | <ul style="list-style-type: none"> <li>P. 3 Note the number sentence <b>/equation</b>.</li> <li>Read, "It All Adds Up."</li> <li>Place Attachables in number boxes to complete number sentences; read number sentences.</li> <li>Note adding 1 more to any number is always the very next number we say in counting.</li> <li>Use Attachables to play, "How Many?" (recognizing quantities to five.)</li> <li>Introduce/Model <b>equivalence</b>.</li> <li>Display balance scale and make it <b>balanced/equal</b>.</li> <li>Show examples of what happens when one more is added to a side. <i>What can I do to make the scale <b>balanced</b> or <b>equal</b> again?</i></li> </ul> | <p>give children large numeral cards, plus signs, and equal signs. Give them opportunities to practice and then invite them to model the equations in front of the class.</p> <ul style="list-style-type: none"> <li>On each page of the book, ask children to find the plus and equal signs and point them out to the group.</li> </ul>    | <p>the equations that they create.</p> <ul style="list-style-type: none"> <li>Have children use the picture Attachables and tell addition stories to a partner and have the partner solve the additions tory.</li> </ul> |
| <b>Subject:</b>               | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>   | <b>Enrichment:</b>   |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>Demonstrates scientific curiosity</li> <li>Explores living things</li> <li>Makes scientific predictions</li> <li>Understands healthy nutrition choices</li> <li>Investigates life cycles</li> <li>Makes scientific observations</li> <li>Records and shares scientific findings</li> <li>Investigates habitats</li> </ul> | <ul style="list-style-type: none"> <li>Read, "The Mystery Seeds."</li> <li>Display p. 12-13. Point out <b>soil</b> is another name for dirt.</li> <li><b>Predict</b> what the mystery plant is.</li> <li><i>What do seeds need to grow?</i></li> <li>Plant seeds to answer focus question.</li> <li>Label cups: <i>Which do you think will grow? Why?</i></li> <li><i>What did Ms. V bring with her? Who likes vegetables?</i></li> <li><i>Where do vegetables come from?</i></li> </ul>  | <ul style="list-style-type: none"> <li>As, "The Mystery Seed," is read, encourage children to pretend they are seeds by curling up on the floor and have them pretend to grow slowly into a plant.</li> <li>Use pictures of each step in planting a seed to create a visual sequence board. 1 – soil, 2- seed, 3- water and sun.</li> </ul> | <ul style="list-style-type: none"> <li>Have children label five cups for planting by drawing pictures and encourage them to write labels to display in the classroom.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>Organizes information</li> <li>Participates in a classroom community</li> </ul> | <ul style="list-style-type: none"> <li>Display, "Mystery Seeds."</li> <li>Use pictures and Attachables to introduce vocab: <b>roots, sprout, stem, and flower.</b></li> <li><i>How does this part help the plant?</i></li> <li><i>Do you think a plant will grow without all of these things?</i></li> <li>Display Theme 6 Anchor Chart: <i>Are the plants getting what they need to grow? How do you know?</i></li> <li>Identify parts of the tree: <b>roots, trunk, branches, leaves.</b></li> <li>Display Action Rhyme, "I Grow:" <i>Which seeds are sprouting?</i></li> <li>I know a plant needs ____ to grow because ____.</li> <li>Read Ms. V's Big Book: Ms. V thinks we should <b>vote</b> on our favorite vegetable.</li> </ul> |  |  |
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**ACADEMIC LEARNING CENTERS**

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| <p><b>Letter People Place</b><br/> <b>Ms. V's Letter Play</b><br/>       Children create their own stick puppet and form the letters Vv using play dough "snakes". Children trace V and v on the letter forms page and use potato V forms to make V stamp prints</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Printables</li> </ul> | <p><b>Emergent Writing</b><br/> <b>What Plants Need</b><br/>       Children draw pictures of a plant and what it needs to grow. Encourage them to use letters, symbols, or scribbling to write labels on their pictures.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>Drawing paper</li> <li>Pencils or crayons</li> </ul> | <p><b>Math</b><br/> <b>Seeds and Colors</b><br/>       Provide empty seed packets of colorful fruits and vegetables for children to sort by color and count. Children count to determine the color that has the most seed packets. Challenge children to try adding two colors of seed packets together to see how many in all.</p> <p><b>What you need:</b></p> | <p><b>Theme Library &amp; Reading and Listening</b><br/> <b>Living Things</b><br/> <b>Reading Nook</b><br/>       After books, songs, and rhymes introduced in circle times or small groups, place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li><i>The Mystery Seeds</i></li> </ul> | <p><b>Small Group</b><br/>       In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/> <i>ELA- p.9-11</i></p> |
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| <ul style="list-style-type: none"> <li>• Craft sticks, tape, play dough, stamp pad, paper</li> <li>• Potato V forms (Draw a V on a potato. Cut around the letter, leaving the V)</li> <li>• Plastic Vv letters</li> <li>• Ms. V (when not in small group)</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Empty seed packets from many different fruits and vegetables</li> </ul>   | <ul style="list-style-type: none"> <li>• Letter V's song</li> <li>• Letter people big book</li> <li>• <i>This Is the Way</i></li> <li>• Class book: <i>Plants</i></li> <li>• Student reader: <i>I Like My Vest</i></li> <li>• Action Rhyme: "I Grow"</li> </ul> | <p><i>Math- p.12</i></p> <p><b>Data Based (Circle Assessment)</b><br/>       Based on the results of the circle data, you can group students, and create lessons using the <a href="https://cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play Be a Gardener</b> Children take turns acting out planting and taking care of small flower or vegetable garden. Foam blocks or sand for dirt and plastic beads for children to plant as pretend seeds. <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Foam blocks or sand</li> <li>• Plastic pots or other containers, plastic beads, empty watering cans, plastic plants, veg, or flowers</li> </ul>  | <p><b>Art Studio</b><br/> <b>A Flower Garden</b></p> <p>Children dip sponges into paint and print flower shapes on paper. They can draw stems and leaves with crayons and markers. Hang the flower art on a wall at ground level so it looks as if the flowers are growing from the ground</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Long sheet of shelf paper</li> <li>• Dishes/plates with various colors or tempera paint</li> <li>• Sponges, scissors, crayons, markers</li> </ul> | <p><b>Technology</b></p> <p><b>ePlay and Learn</b></p> <p>Children follow along in Ms. V's eBook. As they read, they listen to words beginning with Vv sound. Children play Mr. V games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>How's the weather?</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/> <b>My Take-Home Garden</b><br/>       Children</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Sand</li> <li>• Funnels, sand toys</li> </ul>   | <p><b>Construction Zone</b><br/> <b>Wild Plants</b><br/>       Children</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks in various sizes</li> </ul>  |
| <p><b>Week 4: 5/8/2023</b></p>  | <p><b>Theme 6: Living Things</b></p>   |  | <p><b>Focus Question:</b> How do animals grow and change?</p>   |  |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1 Approaches to Learning PK.AL.4.</b> Exhibits curiosity, interest, and willingness to learn new things and have new experiences</p> <p><b>Domain 3 Social and Emotional Learning PK.SEL.5.</b> Demonstrates pro-social problem-solving skills in social interactions</p> <p><b>Domain 4b Communication, Language and Literacy PK.ELAL.4. [PKRF.4.]</b> Displays emergent reading behaviors with purpose and understanding</p> <p><b>Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]</b> Explores addition and subtraction by using objects, fingers, and responding</p> |  |  |   |  |

to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)

**Domain 5b Science PK.SCI.5. [P-LS1-2.]** Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment

**Vocabulary:** Wow Words: delicate, flutter, hilarious, giggle, lively

Writing: **Interactive Writing.** Responding to text. Animals grow and change list. What do you remember about the life cycle of a butterfly/frog? **Class Book:** The life of a butterfly. Children draw a picture of an egg, caterpillar, chrysalis or a butterfly. Children answer the questions, How does a butterfly change?

**Multilingual Library:** Animal babies; Look at a Pine Tree; Birds and Bugs; Pajaros e insectos; Los insectos (Insects)

MLL Links:

Animal Life Cycles:

Spanish: General: [https://www.youtube.com/watch?v=O74A7xvv\\_2c](https://www.youtube.com/watch?v=O74A7xvv_2c)

- Frog Life Cycle: <https://www.youtube.com/watch?v=uxUOfvSjaKk>
- Butterfly Life Cycle: <https://www.youtube.com/watch?v=auUuRzVscCQ>
- Mammal Life Cycle: <https://www.youtube.com/watch?v=M2HUIF6ZowM>

Portuguese:

- Frog Life Cycle: <https://www.youtube.com/watch?v=w4QtIV3FdtQ>
- Butterfly Life Cycle: <https://www.youtube.com/watch?v=exCoqCJQilo>
- Mammal Life Cycle: <https://www.youtube.com/watch?v=oY9oTPSPcY>

Arabic:

- Frog Life Cycle: <https://www.youtube.com/watch?v=LsO4liJ3svM>
- Butterfly Life Cycle: <https://www.youtube.com/watch?v=WDkTRdLqAgI>
- Mammal Life Cycle: <https://www.youtube.com/watch?v=2qzkQAK3wdg>

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**Theme/Seasonal Project Ideas:** hatch butterflies and observe them grow and change from eggs to butterflies, use pasta to represent eggs, caterpillar, chrysalis, and butterfly of the life cycle of the butterfly. Create coffee filter butterfly using coffee filter, markers and a water spray bottle.

**Additional Read Aloud Options from Classroom Library:** Charlie the Caterpillar by Dom Deluise, A Frog in the Bog by Karma Wilson, From Tadpole to Frog by Wendy Pfeffer, The Very Hungry Caterpillar by Eric Carle.

| <b>Subject:</b>                     | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>  | <b>Enrichment:</b>   |
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| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Assumes roles and responsibilities</li> </ul> | <ul style="list-style-type: none"> <li>Grow with the Letter People. Ms. L leads a discussion about her disagreement with Ms. J and the</li> </ul> | <ul style="list-style-type: none"> <li>Using teamwork, have children make a letter L using their bodies and</li> </ul> | <ul style="list-style-type: none"> <li>Have children lead the creation of making the letter L as a group.</li> </ul> |

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|                                  | <ul style="list-style-type: none"> <li>• Demonstrates problem solving skills</li> <li>• Recognizes and regulates behavior and emotions</li> </ul>  | <p>class pet. Discuss why it is important to try to work things out.</p>   | <p>model positive interactions between peers.</p>  |   |
| <p><b>Second Step</b></p>        | <p><b>Week 24</b><br/> <b>Thinking of Solutions</b></p> <p>Coming up with several solutions to a problem is an important part of solving problems. Skilled problem solvers get along better with other children and have fewer conflicts and problems with aggression.</p> <p>Objectives:<br/>       Children will be able to: 1. Think of lots of solutions to a problem</p> <p>Learning Concepts:</p> <ul style="list-style-type: none"> <li>• The second Problem-Solving Step is to think of lots of solutions.</li> </ul> <p>Key Words:</p> <ul style="list-style-type: none"> <li>• Solutions</li> <li>• Ideas</li> </ul> |  |  |   |
| <p><b>Subject:</b></p>           | <p><b>Objective:</b></p>   | <p><b>Activities</b></p>   | <p><b>Remediation:</b></p>   | <p><b>Enrichment:</b></p>   |
| <p><b>Alphabet Knowledge</b></p> | <ul style="list-style-type: none"> <li>• Recognizes and names letter L</li> <li>• Attends to sounds</li> <li>• Recognizes letter sound relationships</li> <li>• Matches uppercase and lowercase letters</li> <li>• Recognizes words that rhyme</li> </ul>  | <ul style="list-style-type: none"> <li>• Meet Ms. L</li> <li>• Learn More About Ms. L</li> <li>• Letter forms for Ll</li> <li>• Read About Ms. L</li> <li>• Meet and Greet Ms. L</li> <li>• Have Fun with Ms. L</li> </ul> | <ul style="list-style-type: none"> <li>• Invite children to trace the letter L on Ms. L as we sing Ms. L's song.</li> <li>• Write large capital L's on butcher paper and have children use finger paints to trace them.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Ms. L's</li> <li>• Have children go on a scavenger hunt to find words and objects that begin with the letter L and use sticky notes to label the L words they find.</li> </ul> |

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| <p><b>Comprehension</b></p>       | <ul style="list-style-type: none"> <li>• Uses picture cues</li> <li>• Describes connections in text</li> <li>• Makes inferences and draws conclusions</li> <li>• Recalls details</li> <li>• Asks and answers questions</li> </ul> | <ul style="list-style-type: none"> <li>• Read “The Life of a Butterfly”. Pointing out images in the book as new vocab is introduced.</li> <li>• Reread “The Life of a Butterfly”. Connect the book to the focus questions. Is your skins stretching as you grow? What do you remember about the life cycle of the butterfly?</li> <li>• Learn More About Ms. L</li> <li>• Read “Laugh With Me!” Let’s find out what makes Ms. L laugh.</li> <li>• Read “I see My Shadow”. What is the lobster afraid of?</li> <li>• 3<sup>rd</sup> Read “The Life of a Butterfly”. How are butterflies and caterpillars related?</li> </ul> | <ul style="list-style-type: none"> <li>• Have children flutter around the room like butterflies pretending their arms are wings and explain that fluttering is soft and gentle motion.</li> <li>• As, “Laugh With Me,” is read, have children place their hands on their tummies and laugh each time you read something that is funny.</li> <li>• As, “Laugh With Me,” is read, provide photographs that show the things that make Ms. L laugh in the story</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge children to think more about cycles we repeat in our everyday lives. Ask, “What things do you do every day in the same order?”</li> <li>• As, “Laugh With Me,” is read, have partner’s think of two things that do not go together and draw the two things to make silly picture that makes them laugh.</li> </ul> |
| <p><b>Subject:</b></p>            | <p><b>Objective:</b></p>  | <p><b>Activities</b></p>  | <p><b>Remediation:</b></p>   | <p><b>Enrichment:</b></p>   |
| <p><b>Responding to Texts</b></p> | <ul style="list-style-type: none"> <li>• Makes connections</li> <li>• Demonstrates emergent reader behaviors</li> </ul>   | <ul style="list-style-type: none"> <li>• Reread “The Life of a Butterfly”. At what stage in its life cycle is a butterfly most delicate? Why?</li> <li>• Read “Laugh With Me!” Does a lobster singing a lullaby make you laugh?</li> </ul>  | <ul style="list-style-type: none"> <li>• After reading, “Laugh With Me,” show children pictures of people who are happy and sad and have them point to the happy pictures.</li> <li>• After reading, “Laugh With Me,” if children are having trouble coming up with silly things to make</li> </ul>  | <ul style="list-style-type: none"> <li>• After reading, “Laugh With Me,” invite partners to act out silly situations such as a cat playing a piano while a dog is dancing.</li> </ul>   |

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|                    |   |   |   |   |
|--------------------|---|---|---|---|
|                    |   |   | them laugh, display pictures from a funny book and have them point to a picture that makes them laugh.  |   |
| <b>Writing</b>     | <ul style="list-style-type: none"> <li>Writes letters</li> <li>Dictates sentences and stories</li> <li>Uses a variety of tools and materials</li> <li>Writes to inform</li> <li>Presents to peers</li> <li>Participates in shared writing</li> </ul>  | <ul style="list-style-type: none"> <li>Students trace LI with finger.</li> <li>Create a Life Cycle Poster: have children draw one of the five stages in a butterfly's life cycle. Label pictures. Write name.</li> <li>Groups share their poster and describe the kind of butterfly they chose.</li> <li>Create a class book of beach addition stories</li> <li>Students share their "Beach Addition Stories."</li> </ul> | <ul style="list-style-type: none"> <li>Use the butterfly life cycle sequence board to support discussions during the shared writing.</li> </ul>   | <ul style="list-style-type: none"> <li>To connect to the life cycles, have children draw a daily cycle that shows the things they do every day in the same order while discussing the shared writing.</li> </ul>                                    |
| <b>Subject:</b>    | <b>Objective:</b>   | <b>Activities</b>   | <b>Remediation:</b>   | <b>Enrichment:</b>  |
| <b>Mathematics</b> | <ul style="list-style-type: none"> <li>Attends to precision</li> <li>Models with mathematics</li> <li>Uses appropriate tools strategically</li> <li>Constructs viable arguments and critiques the reasoning of others.</li> <li>Counts to determine quantities</li> <li>Identifies quantities without counting</li> </ul> | <ul style="list-style-type: none"> <li>Display balance scale with equal sides.</li> <li>Investigate how the balance changes when amounts are added to either side; count the counters on each side</li> <li>Practice how to make the scale balanced each time.</li> <li>Model equivalence with addition stories.</li> <li>Revisit, "It All Adds Up."</li> </ul>   | <ul style="list-style-type: none"> <li>Set the scale so the children can clearly see how many on each side and emphasize counting the same number on each side.</li> <li>Before placing the bears onto the scale, make a one-to one match between each bear in the</li> </ul> | <ul style="list-style-type: none"> <li>Put up to ten bears in the scale and challenge children to tell how many to put on the second side to make it equal.</li> <li>For each addition story in the big book, challenge children to tell</li> </ul> |

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|                               | <ul style="list-style-type: none"> <li>• Uses addition</li> <li>• Recites numbers in order</li> </ul>  | <ul style="list-style-type: none"> <li>• Display p. 2-3, note one kite <b>plus</b> one kite <b>equals</b> two in <b>all</b>.</li> <li>• Model addition stories</li> <li>• Review 1-1 correspondence</li> <li>• Play “Match Up” game using Attachables; identify how many objects are on the picture without counting.</li> <li>• Model memory game</li> </ul>                             | <p>first group and each bear in the second group.</p> <ul style="list-style-type: none"> <li>• For each addition story in the book, have children count the entire group of objects aloud with you and tap slowly and rhythmically as you count.</li> <li>• To review one to one correspondence, during the game of memory, keep one card up while they try to find its match.</li> </ul> | <p>how many in all without counting.</p> <ul style="list-style-type: none"> <li>• To review one to one correspondence, have children create their own memory game using stickers or stamps and index cards.</li> </ul>   |
| <b>Subject:</b>               | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>   | <b>Enrichment:</b>   |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Explores living things</li> <li>• Investigates life cycles</li> <li>• Makes scientific observations</li> <li>• Participates in a classroom community</li> </ul> | <ul style="list-style-type: none"> <li>• Read “The Life of a Butterfly:”</li> <li>• Point out the <b>delicate egg, caterpillar, pupa, and chrysalis.</b></li> <li>• Turn and Talk: <i>How do butterflies change as they grow?</i></li> <li>• Explore how light causes shadows when something blocks the light.</li> <li>• Use Attachables to discuss the life cycle of a frog.</li> </ul> | <ul style="list-style-type: none"> <li>• After reading, “The Life Cycle of a Butterfly,” encourage children to use pictures to help them Turn and Talk.</li> <li>• After reading, “The Life Cycle of a Butterfly,” use pictures of each stage in a butterfly’s life cycle to create a circular sequence board.</li> </ul>   | <ul style="list-style-type: none"> <li>• After reading, “The Life Cycle of a Butterfly,” encourage children to add more details to their descriptions of the life cycle of the butterfly as they talk with their partners.</li> <li>• While using the anchor chart, give children pictures of the different</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>Anchor Chart 6: Which animals do you think go through changes like a butterfly?</li> <li>Read Ms. L's Big Book:</li> <li><b>Vote</b> on which picture is <b>hilarious</b> or the funniest.</li> <li>Revisit Action Rhyme "I grow."</li> <li>Students act out life cycle of a butterfly</li> <li>Turn and Talk: <i>How are the life cycles of a butterfly and a frog alike? Different?</i></li> </ul> | <ul style="list-style-type: none"> <li>While using the anchor chart, display the pictures on vocabulary cards 116-118 as visual cues.</li> <li>Use the butterfly and frog life cycle Attachables as visual cues for children as they act out the life cycles.</li> </ul> | <p>stages of a bird's life cycle ad have them put the pictures in order.</p> <ul style="list-style-type: none"> <li>Challenge children to think of and act out the life cycle of another animal.</li> </ul> |
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**ACADEMIC LEARNING CENTERS**

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| <p><b>Letter People Place</b><br/> <b>Ms. L's Letter Play</b><br/>       Children create stick puppet and then form letter L in sand tray. Trace letters on letter form pages. Decorate with lollipops by drawing circles and lines, and then filling them in with various lollipop colors.</p> | <p><b>Emergent Writing</b><br/> <b>The Veterinarian's Office</b><br/>       Students imagine themselves as vets and think about ways animals grow and change.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>Paper, pencils, crayons, markers</li> </ul> | <p><b>Math</b><br/> <b>Balancing Act</b><br/>       Children tell a story to a partner as he or she places several small objects on one side of a scale. Partner counts and figures out how many to put on other side of scale.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>Balancing scale</li> </ul> | <p><b>Theme Library &amp; Reading and Listening</b><br/> <b>Living Things</b><br/> <b>Reading Nook</b><br/>       After books, songs, and rhymes introduced in circle times or small groups, place copies in center. Provide audio when available.</p> | <p><b>Small Group</b><br/>       In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), <a href="#">here are additional small group suggestions.</a></p> |
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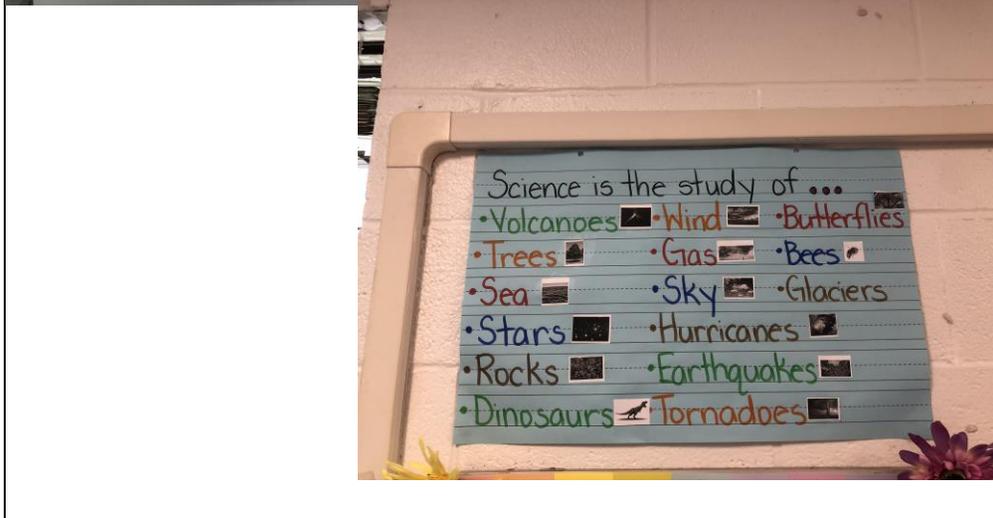
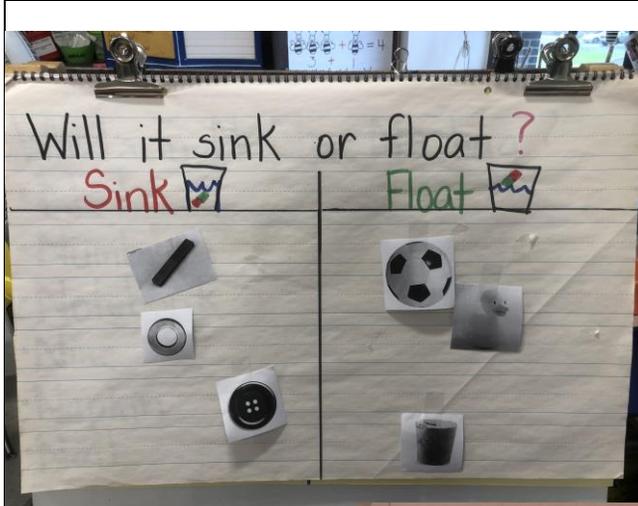
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| <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, sand tray, crayons</li> <li>• Plastic LI letters</li> <li>• Ms. L. (when not in small group)</li> </ul>  | <ul style="list-style-type: none"> <li>• Drawing paper or pre-made forms</li> </ul>  | <ul style="list-style-type: none"> <li>• small objects: counters, coins, paper clips, crayons</li> </ul>  | <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>The life of a Butterfly</i></li> <li>• Letter L's song</li> <li>• Letter people big book</li> <li>• <i>Laugh With Me!</i></li> <li>• Class project: Butterfly Life Cycle</li> <li>• Student reader: I See My Shadow</li> <li>• Action Rhyme: "I grow"</li> </ul>                    | <p><b><u>DIG Theme Portfolio</u></b><br/><i>ELA- p.13-15</i><br/><i>Math- p.16</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>Based on the results of the circle data, you can group students, and create lessons using the <a href="http://Cliengage.org">Cliengage.org</a> small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/><b>Life Cycle Dramas</b></p> <p>Provide props for children to act out the life cycles of butterflies and frogs.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Toilet paper or blankets</li> <li>• Crepe paper</li> </ul> | <p><b>Art Studio</b><br/><b>Make a Butterfly</b></p> <p>Children fill sandwich bag with strips of tissue paper. Children zip the bag closed and attach a clothespin, pinching the middle of the bag together to make a colorful butterfly</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Strips of colored tissue paper</li> <li>• small plastic zip top bags</li> <li>• clothespins</li> </ul> | <p><b>Technology</b><br/><b>ePlay and Learn</b></p> <p>Children follow along in Ms. L's eBook. As they read, they listen to words beginning with LI sound. Children play Ms. L games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Laugh with me!</i></li> <li>• Online module: <i>The Life Cycle of a Butterfly, It all Adds Up</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> <li>•</li> </ul> | <p><b>Exploration Station</b><br/><b>Animal Pairs</b></p> <p>Bury plastic animals in a sand table. Children search for the grown up animal (the large one) and the baby animal. They talk about the differences.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Sand</li> <li>• set of small and large plastic animals</li> </ul> | <p><b>Construction Zone</b><br/><b>Build LI's</b></p> <p>Children build Ms. L's lighthouse and different sized LI's out of assorted blocks. Provide pictures of real lighthouses.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> <li>• Pictures of lighthouses.</li> </ul>    |

Theme 7: Science is Everywhere

Shared Writing

Project Based Learning



**Diet Coke and Mentos** - combine diet Coke and Mentos, adding increasing number of mentos to watch the increased chemical reaction

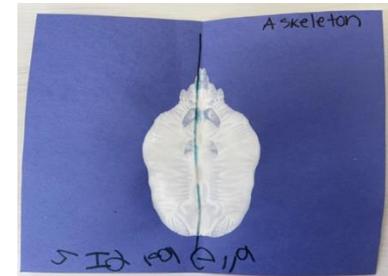
Materials: 5 bottles of Diet Coke and Mentos

**Traveling Colors!**- What happens when colors mix? Put one color in each outer cup (red & blue, or yellow & red or blue & yellow). Leave middle cup with regular water. Put a paper towel between outer cups to inner cup. Watch what happens as the outer colors move up the paper towel into the middle cup and mix to make a new color (or try with 6 cups and all 3 primary colors!)

Materials: cups of water, food coloring, paper towels.

**Symmetrical Clouds** - After reading 'It Looked Like Spilt Milk', create their own cloud, by folding a blue piece of paper in half, and putting white paint in the middle. Lesson goes along with math lesson: symmetrical shapes. Children complete the sentence: It looked like spilt milk, but it wasn't spilt milk. It was a: \_\_\_\_\_.

Materials: Blue paper, white paint



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| <b>Week 1:</b><br>5/15/2023  | <b>Theme 7: Science Is Everywhere</b> | <b>Focus Question: What is science?</b> |  |  |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1 Approaches to Learning PK.AL.3.</b> Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</p> <p><b>Domain 3 Social and Emotional Learning PK.SEL.4.</b> Develops positive relationships with their peers</p> <p><b>Domain 4b Communication, Language and Literacy PK.ELAL.10 [PKR.6]</b> Describes the role of an author and illustrator</p> <p><b>Domain 5a Mathematics PKK.MATH.12. [NY-PK.G.1.]</b> Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p> <p><b>Domain 5b Science PK.SCI.10. [K-2-ETS1-1.]</b> Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> |                                       |   |  |  |
|  |                                       |   |  |  |
| <p><b>MLL Support:</b></p> <p>Share images of different types of science concepts and invite MLLs to discuss their wonderings in heterogeneous groups. Show videos about science and elicit key vocabulary.</p> <p>Immerse students in multilingual library resources and let students talk about science in small groups based on the pictures from the book.</p> <p><b>Multilingual library:</b> ¿De Quién es Esta Cola?; Shapes What is Science?</p> <p>Spanish: <a href="https://www.youtube.com/watch?v=3fZt3UNlpH8">https://www.youtube.com/watch?v=3fZt3UNlpH8</a></p> <p>Portuguese: <a href="https://www.youtube.com/watch?v=IPiBC_QfkIQ">https://www.youtube.com/watch?v=IPiBC_QfkIQ</a></p> <p>Arabic: <a href="https://www.youtube.com/watch?v=I5iHMiYfPL8">https://www.youtube.com/watch?v=I5iHMiYfPL8</a></p>  |                                       |   |  |  |
| <p><b>Vocabulary:</b> Wow Words: study, mighty, unusual, wonder, ancient</p>   |                                       |   |  |  |

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Writing: **Interactive Writing:** I wonder Chart. Children help complete the sentence I Wonder \_\_\_\_\_. **Class Book:** What is science? Draw a picture of something they would like to explore. Children finish the sentence Let's explore \_\_\_\_\_. Writing:

**Theme/Seasonal Project Ideas:** create umbrella for U is for Umbrella craft, explore tools scientists use and have children draw their favorite science tool, erupt a volcano to show how scientists follow steps when completing experiments

**Additional Read Aloud Options from Classroom Library:** I Use Science Tools by Kelly Hicks, Sand Cake by Frank Asch, Spectacular Science: A Book of Poems selected by Lee Bennet Hopkins

| Subject:                                   | Objective:   | Activities   | Remediation:  | Enrichment:   |
|--|--|--|---|---|
| <p><b>Social Emotional Development</b></p> | <ul style="list-style-type: none"> <li>Recognizes how actions affect others</li> <li>Understands and follows rules and routines</li> </ul> | <ul style="list-style-type: none"> <li>Grow with the Letter People. Ms. U discusses how she did something unsafe. Children can discuss the difference between tattling and telling.</li> </ul> | <ul style="list-style-type: none"> <li>While discussing the chant, "Twinkle, twinkle, little star, before asking children to turn and talk, circulate to support children's conversation as needed.</li> <li>While looking at the Letter People poster, display pictures of happy and sad people and have partners show how they look when happy or sad and use the pictures to help children understand that telling is meant to help and tattling is meant to cause trouble.</li> </ul> | <ul style="list-style-type: none"> <li>While discussing the chant, "Twinkle, twinkle, little star, have children discuss with a partner the ways the star is like a diamond in the sky and think of other things the star could be like.</li> <li>While looking at the Letter People poster, have children work in small groups to act out a scene in which they show one child engaging in unsafe behavior and another child reporting the situation to an adult.</li> </ul> |

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| <p><b>Second Step</b></p>        | <p style="text-align: center;"><b>Week 25</b></p> <p style="text-align: center;"><b>Speaking Up Assertively</b></p> <p style="text-align: center;">Coping with other people’s mean or unsafe behavior is very difficult for young children and often prompts strong feelings. Learning to calm down and speak up assertively in response is an important skill for children.</p> <p style="text-align: center;">Objectives:<br/>         Children will be able to: 1. Demonstrate speaking up assertively in response to scenarios</p> <p style="text-align: center;">Learning Concepts:</p> <ul style="list-style-type: none"> <li>• If someone treats you in unsafe or mean ways, speaking up assertively is a respectful way to deal with it.</li> </ul> <p style="text-align: center;">Key Words:</p> <ul style="list-style-type: none"> <li>• Respectful</li> <li>• Assertive</li> <li>• Speaking up</li> <li>• Disrespectful</li> </ul> |  |  |   |
| <p><b>Subject:</b></p>           | <p><b>Objective:</b></p>  | <p><b>Activities</b></p>   | <p><b>Remediation:</b></p>   | <p><b>Enrichment:</b></p>   |
| <p><b>Alphabet Knowledge</b></p> | <ul style="list-style-type: none"> <li>• Recognizes and names letter U</li> <li>• Recognizes letter-sound relationships</li> <li>• Matches initial sounds</li> </ul>  | <ul style="list-style-type: none"> <li>• Meet Ms. U</li> <li>• Learn More About Ms. U</li> <li>• Letter forms for Uu</li> <li>• Read About Ms. U</li> <li>• Meet and Greet Ms. U</li> <li>• Have Fun with Ms. U</li> </ul> | <ul style="list-style-type: none"> <li>• Lead children in tracing a huge letter U using body movements and give children a plastic letter u and other letters and match it to the U on Ms. U’s jacket.</li> <li>• Encourage children to trace Ms. U letters with their fingers and to draw the letter U in the air as they move to the music.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Ms. U’s song that begin with a u.</li> <li>• Have children go on a scavenger hunt to find words and objects that begin with the letter U and use sticky notes to label the U words they find.</li> </ul> |

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| <p><b>Comprehension</b></p>       | <ul style="list-style-type: none"> <li>• Uses picture cues</li> <li>• Describes the role of author and illustrator</li> <li>• Recalls details</li> <li>• Asks and answers questions</li> <li>• Retells stories</li> <li>• Makes inferences and draws conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Read “What is Science?” Use the illustrations to support the new vocab being introduced.</li> <li>• Reread “What is Science?” Why do you think the author wrote this book? What are some of the places the children in the book explore?</li> <li>• Reread Ms. U’s Letter. What does Ms. U mean by an upbeat person?</li> <li>• Read “Up, Up, Up, and Away!” When Ms. U finally flies up, where does she go?</li> <li>• Read “Up and Down”. What happens to Ms. U’s clothes?</li> <li>• 3<sup>rd</sup> read “What is Science?” Discuss if an item is the study of something alive, or the study of the earth and space.</li> </ul> | <ul style="list-style-type: none"> <li>• While reading, “What is Science,” provide children with photographs of real objects showing many scientific topics discussed in the book to assist their understanding.</li> <li>• Read the book, “What is Science” in small chunks, pausing to ask comprehension questions. Let children answer by pointing at the illustrations.</li> <li>• While reading, “Up, Up, UP and Away,” provide photographs of key objects that appear in Ms. U’s Big Book for additional context &amp; vis support</li> </ul> | <ul style="list-style-type: none"> <li>• Have children find examples in the book, “What is Science?” of various tools a scientist might use and have them draw pictures of some of those tools.</li> <li>• While reading, “Up, Up, UP and Away,” ask children to draw a picture of something Ms. U sees from the sky.</li> </ul> |
| <p><b>Subject:</b></p>            | <p><b>Objective:</b></p>  | <p><b>Activities</b></p>  | <p><b>Remediation:</b></p>  | <p><b>Enrichment:</b></p>  |
| <p><b>Responding to Texts</b></p> | <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Creates a new story ending</li> </ul>   | <ul style="list-style-type: none"> <li>• Read “What is Science?” What do you think of when you hear the word science?</li> <li>• Read “Up and Down”. Why did they go up, or down? How might this story end differently?</li> </ul>  | <ul style="list-style-type: none"> <li>• While reading, “Up and Down, make large copy cutouts of some pictures on the chart for children to hold and clearly see the items being discussed.</li> <li>• While reading, “Up, Up, UP and Away,” give children one or two word responses to the word play modeling language by restating their responses as complete sentences.</li> </ul>  | <ul style="list-style-type: none"> <li>• Have children explain to a partner which part of the science museum they would most like to explore and why.</li> <li>• While reading, “Up, Up, UP and Away,” have children come up with a new activity to replace the phrase “play in rain.”</li> </ul>                                |

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|---|--|---|--|---|
| <p><b>Writing</b></p>   | <ul style="list-style-type: none"> <li>Writes letters</li> <li>Completes a sentence</li> <li>Creates books</li> <li>Dictates sentences and stories</li> <li>Writes name</li> <li>Writes to express an opinion</li> <li>Writes a list</li> <li>Presents to peers</li> <li>Participates in shared writing</li> <li>Writes to convey meaning</li> </ul> | <ul style="list-style-type: none"> <li>Students trace Uu with their finger.</li> <li>Begin class book, "Let's Explore." Let's explore _____. Dictate or complete using developmental writing skills Illustrate. Write name</li> <li>Revisit chart "What is Science" and add more examples.</li> <li>Students read their page from class book, "Let's Explore!"</li> <li>I wonder _____.</li> </ul>  | <ul style="list-style-type: none"> <li>Provide children with rocks, leaves, twigs, and seeds to explore with their hands and notice what they choose to explore. Use this exploration as a stepping stone for the shared writing.</li> </ul>   | <ul style="list-style-type: none"> <li>While reading, "Up, Up, UP and Away," ask children to draw a picture of something Ms. U sees from the sky and have children label their pictures using the sentence frame, Ms. U sees...</li> <li>Have children expand on the shared writing activity by sharing with a partner the reasons why they wonder about the things they do.</li> </ul>   |
| <p><b>Subject:</b></p>  | <p><b>Objective:</b></p>   | <p><b>Activities</b></p>  | <p><b>Remediation:</b></p>   | <p><b>Enrichment:</b></p>   |
| <p><b>Mathematics</b></p> <p><b>*Math taken from Theme 8*</b></p> | <ul style="list-style-type: none"> <li>Counts to determine quantity</li> <li>Uses subtraction</li> <li>Makes sense of problems and perseveres in solving them</li> <li>Creates charts and graphs</li> <li>Constructs viable arguments and critiques the reasoning of others</li> </ul>   | <ul style="list-style-type: none"> <li>Introduce subtraction</li> <li>Model/guide subtraction stories: gather a group of students. Some children leave the group. <b>Count</b> to see how many are <b>left?</b></li> <li>Use students to model subtraction stories; Encourage students to explain how they found the answers.</li> <li>Display Letter People Big Books. Make a chart of the titles and use tick marks to tally the votes of which book to reread.</li> <li>Model subtraction stories with objects: We will take some <b>away</b> from the group and <b>count</b> how many are <b>left</b>.</li> <li>Review shapes and the attributes of: <b>circles, ovals, and squares.</b></li> <li>Model/guide subtraction stories with shapes.</li> </ul> | <ul style="list-style-type: none"> <li>Keep subtraction stories very simple, by subtracting only one person in each story.</li> <li>Use dried cereal to model subtraction stories and have children eat the cereal as it's taken away.</li> <li>Have children sit in the chairs as they act out the stories and leave the chairs as they are subtracted.</li> <li>Provide additional support with a five frame to show subtraction stories.</li> <li>After reviewing shapes, have children sort the shapes.</li> <li>Give children counters to represent the people in the subtraction story.</li> </ul> | <ul style="list-style-type: none"> <li>Challenge children to narrate a subtraction story and have them act it out and ask the question, "How many are left?"</li> <li>Have children show a subtraction story in pictures on paper and verbally tell their story to a friend.</li> <li>Have children look for a pattern when subtracting one from a group and have them show the pattern they discovered by creating cube towers.</li> <li>Have children draw a picture of a subtraction story and cross out the part of the group that was subtracted.</li> </ul> |

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|                               | <ul style="list-style-type: none"> <li>• Attends to precision</li> <li>• Describes shapes</li> <li>• Identifies shapes</li> </ul>  |   |  |  |
| <b>Subject:</b>               | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>  | <b>Enrichment:</b>   |
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Demonstrates scientific curiosity</li> <li>• Makes scientific observations</li> <li>• Observes the sky</li> <li>• Demonstrates safety habits</li> </ul> | <ul style="list-style-type: none"> <li>• Read, "What Is Science?"</li> <li>• Turn and Talk: What places or things would you like to explore?</li> <li>• Create a chart: Science is the study of_____.</li> <li>• Display Theme 7 Anchor Chart: Which place in the <b>museum</b> would you like to <b>explore</b>?</li> <li>• Display Action Rhyme, "Twinkle, Twinkle, Little Star."</li> <li>• <i>Do you ever <b>wonder</b> what the stars are?</i></li> <li>• <i>What do we see in the night sky?</i></li> <li>• <i><b>Scientists</b> use special tools to study the stars.</i></li> <li>• Turn and Talk: <i>What would you do if you could <b>explore</b> space? What <b>unusual</b> things do you think you would find?</i></li> <li>• Display p. 101 of Letter People Flip Chart: Help students realize the difference between <b>tattling</b> and <b>telling</b>.</li> </ul> | <ul style="list-style-type: none"> <li>• While reading, "What is Science," use the illustrations in the book to support the meaning of the words. Have children describe the pictures in their own words.</li> <li>• Provide children with photographs of real objects showing many scientific topics discussed in the book to assist their understanding.</li> <li>• Help children name items in the book, "What is Science," and find a science topic that they would like to explore or study.</li> </ul> | <ul style="list-style-type: none"> <li>• While reading, "What is Science," challenge children to describe not only the areas of science they would like to explore and explain why they would like to know more about it.</li> </ul> |

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| ACADEMIC LEARNING CENTERS  |   |  |  |   |
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| <p><b>Letter People Place</b><br/> <b>Ms. U's Letter Play</b><br/>           Children make a stick puppet and form letter Uu using play dough. Make letter forms and fill them with watercolors.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, play dough, watercolor, paintbrushes</li> <li>• Plastic Uu letters</li> <li>• Ms. U. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/> <b>Science Is...</b><br/>           Students draw something they think about when they hear the word science.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Drawing paper</li> <li>• Crayons, markers, pencils</li> </ul>   | <p><b>Math</b><br/> <b>Science Shapes</b><br/>           Provide nonfiction science books- children look for shapes in natural objects.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Die-cuts of triangles, circles, and ovals</li> <li>• Safety scissors, glue</li> <li>• White paper</li> <li>• markers</li> </ul>  | <p><b>Theme Library &amp; Reading and Listening</b><br/> <b>Science is Everywhere</b><br/> <b>Reading Nook</b><br/>           After books, songs, and rhymes introduced in circle times or small groups, place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>What is Science?</i></li> <li>• Letter U's song</li> <li>• Letter people big book</li> <li>• <i>Up, Up, Up, and Away!</i></li> <li>• Class book: <i>Let's explore!</i></li> <li>• Student reader: Up and Down</li> <li>• Action Rhyme: Twinkle, Twinkle, Little Star"</li> </ul> | <p><b>Small Group</b><br/>           In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/> <i>ELA- p.1-3</i><br/> <i>Math- p.4</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>           Based on the results of the circle data, you can group students, and create lessons using the Cliengage.org small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/> <b>Scientists at Work</b><br/>           Provide lab coats, safety goggles, and hands-on science tools for children to explore as they role-play being scientists.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Real or costumes scientific clothing</li> <li>• Science related tools and materials</li> <li>• Nonfiction science books,</li> </ul>                                  | <p><b>Art Studio</b><br/> <b>Make a Starry Sky</b><br/>           Children create a starry sky picture like the one in What Is Science?</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• black construction paper</li> <li>• glow in the dark stars</li> <li>• Scraps of aluminum foil</li> <li>• Glitter, glue</li> </ul> | <p><b>Technology</b><br/> <b>ePlay and Learn</b><br/>           Children follow along in Ms. U's eBook. As they read, they listen to words beginning with Uu sound. Children play Ms. U games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Up, Up, Up and Away!</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/> <b>Invisible Painting</b><br/>           Children use paintbrush to paint a few strokes of cooking oil onto an absorbent piece of paper. Use watercolors to paint over and around the oil.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Heavy construction paper</li> <li>• Cooking oil</li> <li>• Watercolors, water</li> <li>• paintbrushes</li> </ul>   | <p><b>Construction Zone</b><br/> <b>Stack, Roll, Slide</b><br/>           Children use blocks and ramps to build open-ended creations. Challenge: which slide, roll, or stack</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Assorted building blocks and ramps</li> <li>• variety of objects that can slide or roll, such as shape blocks, plastic toys, cars, and balls</li> </ul>   |

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| <b>Week 2:5/22/2023</b>   | <b>Theme 7: Science Is Everywhere</b> | <b>Focus Question: What do scientists do?</b> |  |
| <p><b>Next Generation Standards:</b></p> <p><b>Domain 1 Approaches to Learning PK.AL.2</b> Actively engages in problem solving</p> <p><b>Domain 3 Social and Emotional Learning PK.SEL.4.</b> Develops positive relationships with their peers</p> <p><b>Domain 4b Communication, Language and Literacy PK.ELAL.5. [PKR.1.]</b> Participates in discussions about a text (e.g., during whole or small group interactive read- aloud discussions, during peer sharing, within play scenarios)</p> <p><b>Domain 5a Mathematics PKK.MATH.12. [NY-PK.G.1.]</b> Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p> <p><b>Domain 5b Science PK.SCI.10. [K-2-ETS1-1.]</b> Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>  |                                       |   |  |
|   |                                       |   |  |
| <p><b>MLL Support:</b></p> <p>Invite students to role play different types of scientists by organizing small stations and utilizing different scientific tools.</p> <p>Invite community members or guest parents to transcribe children’s narrations on their drawings of what different scientists do.</p> <p><b>Multilingual Library:</b> Li pierda su miton: Resolver el problema (Li Lost His Mitten: Fixing a Problem)</p> <p>What do scientists do?</p> <p>Spanish: What is a scientist: <a href="https://www.youtube.com/watch?v=OExsrLEv7SI">https://www.youtube.com/watch?v=OExsrLEv7SI</a></p> <ul style="list-style-type: none"> <li>- Scientific Method: <a href="https://www.youtube.com/watch?v=6TUr3zr2Akg">https://www.youtube.com/watch?v=6TUr3zr2Akg</a></li> </ul> <p>Portuguese: What is a scientist: <a href="https://www.youtube.com/watch?v=v1NnIn1JJl">https://www.youtube.com/watch?v=v1NnIn1JJl</a></p> <ul style="list-style-type: none"> <li>- Scientific Method: <a href="https://www.youtube.com/watch?v=jJ87BOUFy9s">https://www.youtube.com/watch?v=jJ87BOUFy9s</a></li> </ul> <p>Arabic: What is a scientist: <a href="https://www.youtube.com/watch?v=PZ33LKWhVVc">https://www.youtube.com/watch?v=PZ33LKWhVVc</a></p> <ul style="list-style-type: none"> <li>- Scientific Method: <a href="https://www.youtube.com/watch?v=ydxLcGdDwt8">https://www.youtube.com/watch?v=ydxLcGdDwt8</a></li> </ul> |                                       |   |  |

**Vocabulary:** Wow Words: investigate, expedition, fascinating, inquire, reveal  
 Writing: **Interactive Writing:** Responding to text. After reading Science in Our World children complete the sentence When I am a Scientist I Will \_\_\_\_\_. **Class Book:** Science in our World. Children draw a picture of something a scientist studies. Children complete the sentence Scientist study\_\_\_\_\_.

**Theme/Seasonal Project Ideas:** complete experiment to show how skittles change when in cold water verse hot water verse vinegar, create Q-tip painting for a letter Q craft. Salt dough experiment.  
**Additional Read Aloud Options from Classroom Library:** What is a Scientist? By Barbara Lehn, It Looked Like Spilt Milk by Charles G. Shaw, Oliver by Judith Rossell

| Subject:                            | Objective:   | Activities  | Remediation:   | Enrichment:   |
|-------------------------------------|--|---|--|---|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Demonstrates positive relationships with peers</li> <li>Recognizes how actions affect others</li> </ul> | <ul style="list-style-type: none"> <li>Grow with the Letter People. Mr. Q tells the children a story about asking questions in a polite and nice way using please and thank you.</li> </ul> | <ul style="list-style-type: none"> <li>Act out a simple scenario in a polite way in a rude way and ask children which time you showed good manners and how they knew you were being polite.</li> </ul> | <ul style="list-style-type: none"> <li>Have children work in small groups to act out a scene in which they use polite words to ask a question or make a request.</li> </ul> |

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| <p><b>Second Step</b></p>        | <p><b>Week 26</b></p> <p><b>Learning in Kindergarten</b></p> <p>The skills for this week have been shown to improve children’s successful transition to kindergarten. Reviewing these skills and discussing their relevance to kindergarten will help children strengthen their skills and be more prepared to use them in the future.</p> <p>Objectives:<br/>         Children will be able to: 1. Demonstrate the Listening Rules 2. Demonstrate focusing attention, listening, and using self-talk during an activity</p> <p>Learning Concepts:</p> <ul style="list-style-type: none"> <li>• The Listening Rules and skills for learning will help you be a better learner in kindergarten.</li> </ul> <p>Key Words:</p> <ul style="list-style-type: none"> <li>• Kindergarten</li> </ul> |  |  |   |
| <p><b>Subject:</b></p>           | <p><b>Objective:</b></p>   | <p><b>Activities</b></p>   | <p><b>Remediation:</b></p>   | <p><b>Enrichment:</b></p>   |
| <p><b>Alphabet Knowledge</b></p> | <ul style="list-style-type: none"> <li>• Recognizes and names letter Q</li> <li>• Recognizes letter sound relationships</li> <li>• Produces words that rhyme</li> <li>• Recognizes print in the environment</li> </ul>   | <ul style="list-style-type: none"> <li>• Meet Mr. Q</li> <li>• Learn More About Mr. Q</li> <li>• Letter forms for Qq</li> <li>• Read About Mr. Q</li> <li>• Meet and Greet Mr. Q</li> <li>• Have Fun with Mr. Q</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage children to trace a huge letter Q using large arm and body movements.</li> <li>• Encourage children to trace Mr. Q’s letters with their fingers and then have them draw the letter Q in the air as they move to the music in Mr. Q’s song.</li> <li>• Tape a large Q made of construction paper onto the floor and have children trace the Q while listening to Mr. Q’s song and encourage children to move quietly.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Mr. Q’s song that begins with the letter Q.</li> <li>• Have children go on a scavenger hunt to find words and objects that begin with the letter Q and use sticky notes to label the Q words they find.</li> </ul> |

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| Subject:                    | Objective:  | Activities  | Remediation:  | Enrichment:  |
|-----------------------------|---|---|---|--|
| <p><b>Comprehension</b></p> | <ul style="list-style-type: none"> <li>• Makes inferences and draws conclusions</li> <li>• Uses picture cues</li> <li>• Asks and answers questions</li> <li>• Recalls details</li> <li>• Makes connections</li> </ul> | <ul style="list-style-type: none"> <li>• Read “Science in Our World”. Use the Attachables to answer questions and draw conclusions about what scientists study in the book.</li> <li>• Reread “Science in Our World.” What would you like to ask the author? What is something hot or cold that you would like to study and learn more about?</li> <li>• Read Mr. Q’s Letter. What happens when Mr. Q asks questions?</li> <li>• Read “Questions, Questions”. Why do you think Mr. Q asks so many questions? What does Mr. Q learn from each question he asks?</li> <li>• Reread “Questions, Questions.” Children can take turns answering each of Mr. Q’s questions.</li> <li>• Read “In the Zoo”. What was this book about?</li> <li>• 3<sup>rd</sup> read “Science in Our World”. What would you find fascinating to study?</li> </ul> | <ul style="list-style-type: none"> <li>• Before reading, “Science in Our World,” take a picture walk to give children ideas for the turn and talk discussion.</li> <li>• While reading, “Science in Our World,” help children understand the meaning of expedition by pretending to pack up tools and supplies to go somewhere.</li> <li>• Use gestures to help children with the meaning of big, small, fast, slow, hot and cold and have children make gestures as they say the words.</li> <li>• After reading, “Questions, Questions,” use the picture cues to discuss the kind of information Mr. Q learns from each question.</li> <li>• While reading, “In Our World,” help the children understand the meaning of reveal by hiding something under a sheet or tablecloth</li> </ul> | <ul style="list-style-type: none"> <li>• While reading, “Twinkle, twinkle little star,” have children think of words that have about the same meaning as the word twinkle and share their ideas with a partner.</li> <li>• While reading, “In Our World,” have children choose something simple, such as a plant, to observe in the classroom for a few days using scientific observations and discuss what they learned from their observations.</li> </ul> |

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| <b>Subject:</b>            | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>   | <b>Enrichment:</b>  |
|----------------------------|---|--|---|---|
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>• Identifies relevant and irrelevant information related to a topic</li> </ul>   | <ul style="list-style-type: none"> <li>• Read “In the Zoo”. How does each page help you to understand what you can see in a zoo? How do the pictures help you understand the words?</li> </ul>   | <ul style="list-style-type: none"> <li>• After reading, “Science in Our World,” modify questions so that children may respond by using gestures or by pointing at illustrations.</li> <li>• While reading, “Twinkle, twinkle little star,” pair children who need assistance with the movement with children to know the actions well.</li> <li>• While reading, “Questions, Questions,” if children are having difficulty forming their own questions, ask questions of your own instead and have children take turns asking those questions.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children draw pictures of an expedition and have them share their pictures and explain why they would like to go there.</li> <li>• While reading, “Questions, Questions,” encourage children to come up with longer or more complex questions to ask during Mr. Q’s word play.</li> </ul> |
| <b>Writing</b>             | <ul style="list-style-type: none"> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Dictates sentences and stories</li> <li>• Writes name</li> <li>• Writes to inform</li> <li>• Presents to peers</li> <li>• Participates in shared writing</li> </ul> | <ul style="list-style-type: none"> <li>• Students trace Qq with their finger.</li> <li>• Begin class book, “What Scientists Study.”<br/>Dictate or write using developmental writing tools.<br/>Illustrate.<br/>Write name on page.</li> <li>• Students read their page in the class book, “What Scientists Study.”</li> <li>• When I am a scientist, I will _____.</li> </ul> | <ul style="list-style-type: none"> <li>• Use the Attachables as visual cues during the shared writing and children can point to or use them to share what they would like to study.</li> </ul>  | <ul style="list-style-type: none"> <li>• After reading, “Questions, Questions,” ask children to write another question to Mr. Q and draw a picture to go with the question.</li> </ul>  |

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| Subject:  | Objective:   | Activities   | Remediation:  | Enrichment:  |
|---|--|--|---|--|
| <p><b>Mathematics</b></p> <p><b>*Math taken from Theme 8*</b></p> | <ul style="list-style-type: none"> <li>• Counts to determine quantity</li> <li>• Uses subtraction</li> <li>• Models with mathematics</li> <li>• Makes sense of problems and perseveres in solving them</li> <li>• Constructs viable arguments and critiques the reasoning of others</li> <br/> <li>• Creates graphs and charts</li> <br/> <li>• Analyzes and organizes data</li> <li>• Predicts results from data</li> <br/> <li>• Attends to precision</li> </ul> | <ul style="list-style-type: none"> <li>• Teach “Five Little Crabs” subtraction rhyme</li> <li>• Model subtraction stories with objects. Remind students that for <b>subtraction</b>, we start with a group. Then we take some away from a group and we <b>count</b> to see how many are <b>left</b>.</li> <li>• Reinforce subtraction by subtracting with rhymes (“Five Little Crabs.”)</li> <li>• Guide subtraction stories with objects.</li> <li>• Display Letter People Big Books: Students choose which book to reread by taking a vote. Make a chart of the titles and use tick marks to tally the votes.</li> <li>• Model subtraction stories with pictures.</li> <li>• Revisit Action Rhyme ;”Jack and Jill:”</li> <li>• Students draw a picture of their favorite things to do. Hold up pictures. <i>Do you think more or fewer of our favorite activities were around <b>long ago</b>?</i></li> <li>• Review shapes</li> <li>• Discuss attributes of triangles and shapes.</li> <li>• Model/create subtraction stories with shapes.</li> </ul> | <ul style="list-style-type: none"> <li>• Make the subtraction concrete by using cookies to subtract.</li> <li>• Draw pictures of five little crabs on the dry erase board and when you chant about a crab hiding under the sand, erase one crab from the board.</li> <li>• Give children their own set of teddy bear counters and have them follow along with the subtraction story.</li> <li>• Use real objects or children as you tell subtraction stories.</li> <li>• Use a dry erase board instead of sticky notes to tell the subtraction stories. Erase the stick figure as it is subtracted. After reviewing shapes, have children sort them.</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge children to predict how many are left without counting.</li> <li>• Have children tell a subtraction story that begins with a group larger than 5.</li> <li>• Challenge children to determine which group has fewer.</li> <li>• Have children make up their own subtraction story using triangles and rectangles.</li> </ul> |

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| <b>Subject:</b>               | <b>Objective:</b>  | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>  |
|-------------------------------|--|--|--|---|
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Describes shapes</li> <li>• Identifies shapes</li> <br/> <li>• Demonstrates scientific curiosity</li> <li>• Makes scientific observations</li> <br/> <li>• Organizes information</li> <br/> <li>• Investigates energy</li> <li>• Makes scientific predictions</li> <li>• Organizes information</li> <li>• Records and shares scientific findings</li> </ul> | <ul style="list-style-type: none"> <li>• Read, "Science in our World:" <i>To <b>investigate</b> means to study closely. If you were a scientist, what would you investigate?</i></li> <li>• Turn and Talk: <i>Discuss fast and slow things scientists study.</i></li> <li>• Create a chart: "What Scientists Study."</li> <li>• <i>What is something scientists study?</i></li> <li>• Use Attachables to complete activity on back of book, "Science in Our World."</li> <li>• Display Theme 7 Anchor Chart: <i>What do you see that is <b>fascinating</b>? What would you want to <b>investigate</b>?</i></li> <li>• Students study/investigate which objects will allow light to shine through them: make <b>predictions</b>, <b>observe</b> what light does, share findings.</li> </ul> | <ul style="list-style-type: none"> <li>• After reading, "Science in Our World," encourage children to label additional objects in the classroom as slow, fast, hot and cold.</li> <li>• While reading, "Science in Our World," for each category, display two Attachables at a time, one that fits the category and one that does not and have children point to the correct one.</li> </ul> | <ul style="list-style-type: none"> <li>• While reading, "Science in Our World," have children choose an attachable that can be placed into more than one category and explain to a partner why it fits in multiple categories.</li> </ul> |

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| <b>ACADEMIC LEARNING CENTERS</b>   |  |  |   |   |
|--|--|--|---|---|
| <p><b>Letter People Place</b><br/> <b>Mr. Q's Letter Play</b><br/>           Children create their own stick puppet and form letters using shaving cream Trace letters and fill with question marks.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, play dough, shaving cream, crayons, markers, pencils</li> <li>• Plastic Qq letters</li> <li>• Mr. Q. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/> <b>Scientist Stories</b><br/>           Provide children with pre-made book to illustrate and write about becoming a scientist.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Pre-made books</li> <li>• Pencils</li> <li>• crayons</li> </ul>  | <p><b>Math</b><br/> <b>Rectangles, Squares, and Rhombuses</b><br/>           Children use modeling clay or play dough to roll out long snakes. They can use the snakes to form rectangles, squares, and rhombuses.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Attribute blocks: rectangle, squares</li> <li>• Pattern blocks: rhombuses</li> <li>• Modeling clay or play dough</li> <li>• safe cutting tools</li> </ul> | <p><b>Theme Library &amp; Reading and Listening</b><br/> <b>Science is Everywhere</b><br/> <b>Reading Nook</b><br/>           After books, songs, and rhymes introduced in circle times or small groups, place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>Science in Our World</i></li> <li>• Letter Q's song</li> <li>• Letter people big book</li> <li>• <i>Questions, Questions</i></li> <li>• Class book: What Scientists Study</li> <li>• Student reader: <i>IN the Zoo</i></li> <li>• Action Rhyme: "Twinkle, Twinkle"</li> </ul> | <p><b>Small Group</b><br/>           In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/> <i>ELA- p.5-7</i><br/> <i>Math- p.8</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>           Based on the results of the circle data, you can group students, and create lessons using the Cliengage.org small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/> <b>Science Lab</b></p> <p>Children act out working in a science lab. Use behaviors like a scientist: observe, take notes, take photos</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Various scientific clothing: goggles, gloves, smocks, etc.</li> <li>• Props such as clipboards and pencils, digital camera, scales, hand lenses, objects to investigate</li> </ul>                                    | <p><b>Art Studio</b><br/> <b>Fossil Prints</b></p> <p>Children flatten a lump of clay or play dough. Make fossil prints by pressing into them different items. Play dough dries overnight. Display</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Modeling clay or play dough</li> <li>• Small items such as coins, leaves, shells, rocks, and seeds</li> </ul> | <p><b>Technology</b><br/> <b>ePlay and Learn</b></p> <p>Children follow along in Mr. Q's eBook. As they read, they listen to words beginning with Qq sound. Children play Mr. Q games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Questions, questions</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul>   | <p><b>Exploration Station</b><br/> <b>Microscopic View</b></p> <p>Children look at prepared slides under microscopes. If no microscopes are available, provide ordinary objects next to photos of microscopic views</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Microscope or printed close-up photos</li> <li>• prepared slides</li> <li>• Drawing and writing materials</li> </ul>  | <p><b>Construction Zone</b><br/> <b>Strong Structures</b></p> <p>Children use blocks to build towers and buildings. Challenge them to make the base of their towers strong and sturdy.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Large, heavy building blocks</li> <li>• Lighter, smaller building blocks</li> </ul>  |

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| <b>Week 3:</b><br>5/29/2023   | <b>Theme 7: Science Is Everywhere</b> | <b>Focus Question:</b> How are objects the same and different? |
| <b>Next Generation Standards:</b><br><b>Domain 1 Approaches to Learning PK.AL.2</b> Actively engages in problem solving<br><b>Domain 3 Social and Emotional Learning PK.SEL.5.</b> Demonstrates pro-social problem-solving skills in social interactions<br><b>Domain 4b Communication, Language and Literacy PK.ELAL.26. [PKL.2]</b> Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing<br><b>Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]</b> Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)<br><b>Domain 5b Science PK.SCI.1. [P-PS1-1.]</b> Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid                                |                                       |  |
|   |                                       |  |
| <b>MLL Support:</b><br>Coordinate with families to have them read translations of classroom books about objects at home.<br>Encourage family members to conduct at-home assignments in the home language about objects.<br><b>Multilingual library:</b> Esta Vivo!; Fast and Slow; I See Trees; I See Insects; Mi ropa<br>Same vs. Different:<br>Spanish: <a href="https://www.youtube.com/watch?v=q3EJoOfTvWI">https://www.youtube.com/watch?v=q3EJoOfTvWI</a> <a href="https://www.youtube.com/watch?v=9I16duz6Yf4">https://www.youtube.com/watch?v=9I16duz6Yf4</a><br>Portuguese: <a href="https://www.youtube.com/watch?v=NUA9GTVC2Vk">https://www.youtube.com/watch?v=NUA9GTVC2Vk</a> <a href="https://www.youtube.com/watch?v=2f2nuQWxl_E">https://www.youtube.com/watch?v=2f2nuQWxl_E</a><br>Arabic: <a href="https://www.youtube.com/watch?v=oOd8Qpif1Gc">https://www.youtube.com/watch?v=oOd8Qpif1Gc</a> |                                       |  |
| <b>Vocabulary:</b> Wow Words: record, predict, consider, evidence, gather   |                                       |  |
| Writing: <b>Interactive Writing:</b> Explore two objects and tell how they are different and the same. Write sentences comparing the two objects. <b>Class Book:</b> Tell Me About It. Draw a picture of two different classroom objects and tell how they are different and the same. Complete the sentence for both objects, This toy is _____.   |                                       |  |

**Theme/Seasonal Project Ideas:** compare ice verses water verses steam to discuss solid, liquid, gas, dye ice cubes in primary colors and have the ice cubes melt to show how to mix colors, compare objects that sink verses float, walking water experiment (add food coloring to separate water cups with an empty cup in between and drape paper towel between the two cups and watch the water walk into the middle cup to make a new color).

**Additional Read Aloud Options from Classroom Library:** *Motion: Push and Pull, Fast and Slow* by Darlene Stille, *What makes a Magnet?* By Franklyn M. Branley, *Who sank the Boat?* By Pamela Allen

| Subject:                            | Objective:  | Activities   | Remediation:  | Enrichment:   |
|-------------------------------------|---|--|---|---|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>Assumes roles and responsibilities</li> <li>Demonstrates independence</li> </ul>   | <ul style="list-style-type: none"> <li>Grow with the Letter People. After Ms. J's story, children can tell about other things they do or can do to help around the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>As we discuss class jobs, have children demonstrate the jobs and what it means to be responsible.</li> </ul> | <ul style="list-style-type: none"> <li>As we discuss class jobs, have children suggest ideas for jobs that they could do around the school and explain how these tasks would benefit the school community.</li> </ul> |
| <b>Second Step</b>                  | <p><b>Week 27</b></p> <p><b>Riding the Kindergarten Bus</b></p> <p>Children face many new stressors when they begin kindergarten. Using the skills learned in this program can help children focus on their schoolwork and avoid undue stress.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>Children will be able to:</li> <li>Identify the feelings learned in the <i>Second Step</i> program when presented with facial</li> <li>clues</li> <li>Demonstrate the Calming-Down Steps in response to scenarios</li> </ol> <p>Learning Concepts:</p> |  |   |   |

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- Looking at people’s faces and bodies and noticing what is happening help you tell how people are feeling.
  - People can have different feelings about the same thing.
- Using the Calming-Down Steps helps you calm down strong feelings.

Key Words:

- Feeling
- Calm down
- Same
- Different

| <b>Subject:</b>           | <b>Objective:</b>  | <b>Activities</b>  | <b>Remediation:</b>   | <b>Enrichment:</b>  |
|---------------------------|--|--|---|---|
| <b>Alphabet Knowledge</b> | <ul style="list-style-type: none"> <li>• Recognizes and names letter J</li> <li>• Recognizes letter sound relationships</li> <li>• Isolates and pronounces initial sounds</li> <li>• Matches initial sounds</li> </ul> | <ul style="list-style-type: none"> <li>• Meet Ms. J</li> <li>• Learn More About Ms. J</li> <li>• Letter Forms for Jj</li> <li>• Read About Ms. J</li> <li>• Meet and Greet Ms. J</li> <li>• Have Fun with Ms. J</li> </ul> | <ul style="list-style-type: none"> <li>• Fill a large bag or box with a variety of items, some whose name begins with the letter j and have children take turns pulling them out and saying if the item begins with the letter j.</li> <li>• Encourage children to trace Ms. J’s letters with their fingers and to draw the letter J in the air as they move to the music in Ms. J’s song.</li> <li>• Say several words, show pictures, and display objects that begin with the letter J and other letters and have children identify the words that begin with J.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify the words they hear in Ms. J’s song that begin with the letter j.</li> <li>• Have children go on a scavenger hunt and find words that begin with the letter J and use a sticky note to label the letter J words.</li> </ul> |

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| <b>Subject:</b>      | <b>Objective:</b>  | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>  |
|----------------------|--|--|--|---|
| <b>Comprehension</b> | <ul style="list-style-type: none"> <li>• Uses picture cues</li> <li>• Asks and answers questions</li> <li>• Recalls details</li> <li>• Makes inferences and draws conclusions</li> <li>• Retells stories</li> <li>• Describes connections in text</li> </ul> | <ul style="list-style-type: none"> <li>• Read “Tell Me All About It”. What is sticking to the magnet in this picture?</li> <li>• Read Ms. J’s letter. Ms. J loves sounds, what kinds of sounds do you love?</li> <li>• Reread “Tell Me All About It”. What do you remember about this book?</li> <li>• Reread Ms. J’s letter. Can you predict what Ms. J brought?</li> <li>• Anchor Chart: What questions can children consider in this area? What do you predict will happen?</li> <li>• Read “Just Listen”. What do you notice about these words? What caused the jelly beans to make sounds?</li> <li>• Action Rhyme “I’m A Little Teapot”. Discuss “steamed up” Does anyone wonder what this means?</li> <li>• Reread “Just Listen”. Children can act out the different sound from the story.</li> </ul> | <ul style="list-style-type: none"> <li>• While reading, “Tell Me About It,” have as many of the objects shown in the book for children to observe by touching and holding.</li> <li>• While re-reading, “Just Listen,” use the picture cues to discuss the things in the story that make sounds and invite children to make these sounds.</li> </ul> | <ul style="list-style-type: none"> <li>• After reading, “Tell Me About It,” ask children to use the T-charts the class created to draw conclusions about what kinds of things sink, float, and what things stick to a magnet.</li> <li>• While reading, “Just Listen,” ask children to extend Ms. J’s story by naming another thing that starts with K and encourage them to describe the sound it would make.</li> </ul> |

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| Subject:                   | Objective:  | Activities  | Remediation:   | Enrichment:  |
|----------------------------|---|---|--|--|
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>• Makes connections</li> <li>• Makes predictions</li> </ul>  | <ul style="list-style-type: none"> <li>• Read “I Am A Frog”. What do you think we will learn about? How are the frogs the same and how are they different?</li> <li>• Grow with the Letter People. Discuss the children’s favorite jobs in the classroom.</li> </ul>  | <ul style="list-style-type: none"> <li>• After reading, “Tell Me About It,” show children pairs of objects that are different in only one characteristic and help them more easily identify the differences between objects.</li> <li>• While looking at the anchor chart, model asking questions about various exhibits in the science museum exhibits and use the phrase, “I Wonder...” Encourage children to add to the sentence.</li> <li>• While reciting, “I’m a Little Teapot,” provide children with a more concrete example of evidence by explaining the expression on your face is evident of how you are feeling.</li> <li>• After reading, “Just Listen,” if children are having difficulty reciting the words of the word play while performing, have them first jingle the bells and chime on the words and action</li> </ul> | <ul style="list-style-type: none"> <li>• While looking at the anchor chart, encourage children to imagine a new magnets exhibit for the science museum and have children draw a picture of a new exhibit to show the kinds of things children can learn and explore.</li> <li>• After reading, “Just Listen,” have children come up with another action words that begin with j and use them to extend the word play.</li> </ul> |
| Subject:                   | Objective:  | Activities  | Remediation:   | Enrichment:  |
| <b>Writing</b>             | <ul style="list-style-type: none"> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Dictates sentences and stories</li> <li>• Writes name</li> <li>• Writes to inform</li> <li>• Presents to peers</li> </ul> | <ul style="list-style-type: none"> <li>• Students trace Jj with their finger.</li> <li>• Begin class book: “Same and Different.”<br/>This toy is _____.<br/>Draw a picture of a different toy in the room. <i>How are they the same/different?</i><br/>Dictate or write using developmental writing tools.<br/>Write name on page.</li> <li>• Students read their page in the class book, “Same and Different.</li> </ul> | <ul style="list-style-type: none"> <li>• While reciting, “I’m a Little Teapot,” on chart paper, re-write the rhyme and use simple pictures to support the meaning of key words in the poem.</li> </ul>   | <ul style="list-style-type: none"> <li>• After reading, “Tell Me About It,” invite volunteers to help you record notes about the two items children are comparing.</li> </ul>  |

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|   |   |  |   |  |
|---|---|--|---|--|
| <p><b>Mathematics</b></p> <p><b>*Math taken from Theme 8*</b></p> | <ul style="list-style-type: none"> <li>• Constructs viable arguments and critiques the reasoning of others</li> <li>• Counts to determine quantities</li> <li>• Uses subtraction</li> <li>• Makes sense of problems and perseveres in solving them</li> <li>• Classifies a group of objects</li> <li>• Reasons abstractly and quantitatively</li> <br/> <li>• Compares quantities</li> <br/> <li>• Counts to construct sets</li> <li>• Models with mathematics</li> <li>• Uses addition</li> <li>• Uses appropriate tools strategically</li> <li>• Uses addition</li> </ul> | <ul style="list-style-type: none"> <li>• Read, “How Many Are Left?” Display p. 1-3. Compare the bowls. <i>Why do you think there is an X on one of the bowls on p. 3?</i></li> <li>• Guide subtraction stories.</li> <li>• Display “From Here to There” and Attachables. Place each vehicle in the appropriate category.</li> <li>• Read p. 4-14: Identify beginning amount, emphasize the X’s show the amount taken away, and count all together to tell how many are left. Students place the correct Attachable number in each sentence.</li> <li>• Display Letter People Big Books: Spread them across the floor and invite children to stand in front of the book they want to read.</li> <li>• Reinforce and model equivalence and addition with a balance scale.</li> </ul> | <ul style="list-style-type: none"> <li>• To minimize distractions during the reading of, “How Many are Left?” cover up the sentences with a sheet of paper.</li> <li>• When you ask how many are left with each subtraction story, allow children to come up and point to the objects in the photos as they count.</li> <li>• On each page of the book, have children find the minus sign and use the pictures to tell each story.</li> <li>• To review equivalence, have children count five cubes on the first side of the balance and together make the other side equal.</li> <li>• While reviewing addition and subtraction, use cards with plus and minus sign as you remind children of the meanings of add and subtract.</li> </ul> | <ul style="list-style-type: none"> <li>• Invite children to tell their own pancake subtraction story and encourage them to use pictures and place X’s over the pancakes that are subtracted.</li> <li>• After listening to each subtraction story, challenge children to help you write the parts of the number sentence.</li> <li>• Challenge children to tell a subtraction story based on the addition story as you act it out with the balance scale.</li> <li>• While reviewing addition and subtraction, challenge children to tell addition and subtraction stories for their classmates to act out.</li> </ul> |
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| Subject:                      | Objective:   | Activities   | Remediation:   | Enrichment:  |
|-------------------------------|--|--|--|--|
| <b>Science/Social Studies</b> | <ul style="list-style-type: none"> <li>• Demonstrates scientific curiosity</li> <li>• Investigates motion</li> <li>• Investigates physical materials</li> <li>• Makes scientific predictions</li> <li>• Records and shares scientific findings</li> <li>• Explores physical changes</li> <li>• Investigates physical changes</li> <li>• Makes scientific observations</li> <li>• Explores physical changes</li> <li>• Participates in a classroom community</li> </ul> | <ul style="list-style-type: none"> <li>• Read, "Tell Me About It."</li> <li>• Note when scientists <b>investigate</b> things, they ask questions and try to understand all there is to know about it.</li> <li>• What is sticking to the <b>magnet</b> on the cover?</li> <li>• Turn and Talk: <i>Look for objects in the room that are <b>taller and shorter</b> than they are.</i> Record the objects you found.</li> <li>• Read "Tell Me About It:" How did you <b>record</b> your <b>predictions</b>?</li> <li>• Display classroom objects, a magnet and a tub of water; predict whether it will sink/float or if it will stick to the magnet; create a T-chart to record the results when predictions are tested.</li> <li>• Display Theme 7 Anchor Chart: <i>What questions can children <b>consider</b> in this area? What do you <b>predict</b> will happen? What will the children <b>discover</b> here?</i></li> <li>• Introduce Action Rhyme: "I'm a little Tea Pot:" Explain and discuss terms: <b>investigate, evidence, steam.</b> <i>What happens when water gets very hot or very cold?</i></li> <li>• Display Ms. J and Mr. H on p. 109 of Letter People Flip Chart: <i>What are things you do to help in the classroom?</i></li> </ul> | <ul style="list-style-type: none"> <li>• After reading, "Tell Me About It," show actual objects to children to touch and feel when comparing objects.</li> <li>• After reading, "Tell Me About It," focus on making and testing predictions rather than recording the results. Give children time to explore the magnets and the sink float tub with different objects.</li> <li>• After reading, "Tell Me About It," help children explore similarities and differences between two objects by asking guiding questions.</li> </ul> | <ul style="list-style-type: none"> <li>• After reading, "Tell Me About It," have children choose two similar objects to compare and make notes or drawings to show how the two objects are alike and different.</li> </ul> |

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| <b>ACADEMIC LEARNING CENTERS</b>  |   |   |   |   |
|---|---|---|---|---|
| <p><b>Letter People Place Ms. J's Letter Play</b><br/>           Children create their own stick puppet and form letters with play dough. Trace letter forms and fill in with gel paint the favorite flavor of jelly.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, play dough, red and purple gel paint, paintbrushes</li> <li>• Plastic Jj letters</li> <li>• Ms. J. (when not in small group)</li> </ul> | <p><b>Emergent Writing Same and Different</b><br/>           Students write a letter to a friend or family member. Have them tell how two friends in the class are the same and different.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Stationary or note cards, envelopes</li> <li>• pencils</li> </ul>  | <p><b>Math Shape Fun</b><br/>           Create a collage using construction paper shapes. Use different shapes in their collage and experiment with positioning shapes in diff directions.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Construction paper</li> <li>• Glue</li> <li>• pre-cut paper: circles, squares, triangles, rectangles in different colors and sizes</li> </ul>                          | <p><b>Theme Library &amp; Reading and Listening Science is Everywhere Reading Nook</b><br/>           After books, songs, and rhymes introduced in circle times or small groups, place copies in center. Provide audio when available.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>Tell Me All About It</i></li> <li>• Letter J's song</li> <li>• Letter people big book</li> <li>• <i>Just Listen</i></li> <li>• Class book: <i>Same and Different</i></li> <li>• Student reader: <i>I am a frog</i></li> <li>• Action Rhyme: "I am a little teapot"</li> </ul> | <p><b>Small Group</b><br/>           In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/> <i>ELA- p.9-11</i><br/> <i>Math- p.12</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>           Based on the results of the circle data, you can group students, and create lessons using the Cliengage.org small group lesson suggestions.</p> |
| <p><b>Dramatic Play "Sell" Me All About It!</b><br/>           Set up a pretend store and provide children with objects to compare. Have children role-play.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Toy props: stuffed toys, musical instruments, books, supplies.</li> <li>• toy cash register</li> <li>• Shopping bags</li> <li>• play money</li> </ul>  | <p><b>Art Studio Magnet Paintings</b><br/>           Children place a variety of small objects inside the pan and experiment to see which ones stick to magnet.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Small magnetic and non-magnetic objects</li> <li>• Magnets</li> <li>• Aluminum foil pans</li> <li>• paper, tape</li> <li>• thin tempera paints</li> </ul> | <p><b>Technology ePlay and Learn</b><br/>           Children follow along in Ms. J's eBook. As they read, they listen to words beginning with Jj sound. Children play Ms. J games.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>Just listen</i></li> <li>• <i>Tell Me All About It, Look for Shapes</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station Sink or Float?</b><br/>           Provide a variety of objects made from different materials and invite children to predict whether objects will sink or float.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Tub of water</li> <li>• small objects that sink and float</li> </ul>  | <p><b>Construction Zone Build a J</b><br/>           Place masking tape on floor in shape of large J. Invite children to place blocks on the shape until they have formed J.</p> <p><b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks in various sizes</li> <li>• Masking tape</li> <li>• other classroom materials: pencils, paintbrushes, books, toys</li> </ul>   |

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| <b>Week 4: 6/5/2023</b>   | <b>Theme 7: Science Is Everywhere</b> | <b>Focus Question: How can objects change?</b> |
| <b>Next Generation Standards:</b><br><b>Domain 1 Approaches to Learning PK.AL.3.</b> Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences<br><b>Domain 3 Social and Emotional Learning PK.SEL.2.</b> Recognizes self as an individual having unique abilities, characteristics, feelings and interests<br><b>Domain 4b Communication, Language and Literacy PK.ELAL.28. [PKL.5]</b> Explores and discusses word relationships and word meanings<br><b>Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]</b> Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)<br><b>Domain 5b Science PK.SCI.1. [P-PS1-1.]</b> Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid |                                       |  |
|   |                                       |  |
| <b>MLL Support:</b><br>Use online videos illustrating objects change to elicit key vocabulary.<br>Incorporate classroom objects that students are familiar with to teach the concept.<br><b>Multilingual Library: Shapes</b><br>Spanish: <a href="https://www.youtube.com/watch?v=huVPSc9X61E">https://www.youtube.com/watch?v=huVPSc9X61E</a><br>Portuguese: <a href="https://www.youtube.com/watch?v=MtI4nfn7Ra8">https://www.youtube.com/watch?v=MtI4nfn7Ra8</a><br>Arabic: <a href="https://www.youtube.com/watch?v=JQ-kRnGzADl">https://www.youtube.com/watch?v=JQ-kRnGzADl</a>  |                                       |  |
| <b>Vocabulary:</b> Wow Words: alter, inflate, extraordinary, combine, experiment  |                                       |  |
| Writing: <b>Interactive Writing:</b> Record the scientific findings of the vinegar and baking soda in the balloon experiment. <b>Class Book:</b> Watch What Happens. Mix two colors together and see what happens. Complete the sentence _____ + _____ = _____.   |                                       |  |
| <b>Theme/Seasonal Project Ideas:</b> use shaving cream and food coloring and have children mix colors in the shaving cream, create X is for X-Ray craft, create picture sort for words that end with X verses not.  |                                       |  |

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**Additional Read Aloud Options from Classroom Library:** Change It! Solids, Liquids, Gases. And You by Adrienne Mason, Changes, Changes by Pat Hutchins, Energy Makes Things Happen by Kimberly Brubaker Bradley, Little Blue and Little Yellow by Leo Lionni, The Mixed-up Chameleon by Eric Carle

| Subject:                            | Objective:  | Activities  | Remediation:  | Enrichment:  |
|-------------------------------------|---|---|---|--|
| <b>Social Emotional Development</b> | <ul style="list-style-type: none"> <li>• Describes self positively</li> <li>• Compares and contrasts with others</li> <li>• Uses materials appropriately</li> <li>• Cooperates and plays with others</li> <li>• Adapts to change</li> <li>• Recognizes and regulates behavior and emotions</li> <li>• Shows empathy and kindness</li> </ul>   | <ul style="list-style-type: none"> <li>• During mealtime, children can invite Mr. X to join them. They can take turns telling him about how they have improved since the beginning of the school year.</li> <li>• Meet Mr. X. Children can share ways that they are the same and different.</li> <li>• Create symmetrical shapes. Children can share in a group.</li> <li>• Children can discuss what makes them special, and what it would be like if everyone were the same.</li> <li>• Going on a shape hunt with peers.</li> <li>• Grow with the Letter People. Children can role play how to act in simple classroom scenarios where mistakes happen.</li> </ul> | <ul style="list-style-type: none"> <li>• Have children orally and gesturally dramatize the actions between Mr. X and Ms. Y.</li> <li>• Discuss how you feel when you make a mistake. Discuss how you feel when a problem is solved. Use facial expressions to show both.</li> </ul> | <ul style="list-style-type: none"> <li>• Have partners think of a common mistake that happens at school and have them draw and label a picture to show how the problem can be solved.</li> </ul> |
| <b>Second Step</b>                  | <p><b>Week 28</b></p> <p><b>Making New Friends in Kindergarten</b></p> <p>Children with friends are happier and more successful in school. Reviewing friendship skills can help children integrate successfully into new social environments.</p> <p>Objectives:</p> <p>8. Children will be able to: 1. Demonstrate the Fair Ways to Play 2. Demonstrate inviting others to play and asking to join in play</p> |   |   |  |

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- Learning Concepts:
- Playing together, trading, and taking turns are fair and fun ways to play.
  - Inviting others to play and asking to join in are ways to make friends in kindergarten.

- Key Words:
- Play together
  - Take turns
    - Trade
    - Fair
  - Join in
  - Invite

| <b>Subject:</b>           | <b>Objective:</b>  | <b>Activities</b>   | <b>Remediation:</b>   | <b>Enrichment:</b>   |
|---------------------------|--|---|---|--|
| <b>Alphabet Knowledge</b> | <ul style="list-style-type: none"> <li>• Recognizes and names letter X</li> <li>• Recognizes letter-sound relationships</li> <li>• Attends to sounds</li> <li>• Matches initial sounds</li> <li>• Matches uppercase and lowercase letters.</li> <li>• Recognizes print in the environment</li> </ul> | <ul style="list-style-type: none"> <li>• Meet Mr. X</li> <li>• Learn More about Mr. X</li> <li>• Letter Forms for Xx.</li> <li>• Read About Mr. X</li> <li>• Meet and Greet Mr. X</li> <li>• Have Fun with Mr. X</li> </ul> | <ul style="list-style-type: none"> <li>• Write a large X on chart paper and invite children to make an X with their bodies as they sing Mr. X's song.</li> <li>• Have children trace Mr. X's letters with their fingers and to draw the letter X in the air as they move to the music in Mr. X's song.</li> <li>• Tape a larger letter X made of construction paper on the floor and have children trace the X with a paintbrush while listening to Mr. X's song.</li> <li>• Show children how to make an X by crossing their arms and encourage them to make an X each time they see it in, "My Upside Down World,"</li> </ul> | <ul style="list-style-type: none"> <li>• Have children identify any words they hear in Mr. X's song that include the letter X sound.</li> <li>• Have children go on a scavenger hunt and find words that begin with the letter X and use a sticky note to label the letter X words.</li> </ul> |

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| <b>Subject:</b>            | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>  |
|----------------------------|---|--|--|---|
| <b>Comprehension</b>       | <ul style="list-style-type: none"> <li>• Recalls details</li> <li>• Uses picture cues</li> <li>• Asks and answers questions</li> <li>• Retells stories</li> </ul> | <ul style="list-style-type: none"> <li>• Read “Watch What Happens”. Children will make predictions about what will happen, and then figure out if they were right. After the story children can describe how objects change.</li> <li>• Read Mr. X’s letter. Mr. X is different, how does he walk?</li> <li>• Reread “Watch What Happens”. What questions do you have about changes? How does heat alter water/ice?</li> <li>• Reread “My Upside-Down World”. What do you remember about this story?</li> <li>• Reread Mr. X’s Letter. What does it mean to be upside down?</li> <li>• Read About Mr. X. Why is it important to treat everyone kindly even if they are different?</li> </ul> | <ul style="list-style-type: none"> <li>• As “Watch What Happens!” is read, children may have difficulty understanding how objects change. Pair them with the learners who have a good understanding of the materials to work with the Attachables.</li> <li>• Re-read, “My Upside Down World,” and use the picture cues to discuss all the things in the story that are upside-down.</li> <li>• While reading, “My Upside Down World,” provide photographs of key objects that appear in the book for visual support.</li> </ul> | <ul style="list-style-type: none"> <li>• After “Watch What Happens!” is read, make red, blue, and yellow cubes with water and food coloring and have children complete the experiment on the back of the book.</li> </ul>   |
| <b>Subject:</b>            | <b>Objective:</b>   | <b>Activities</b>  | <b>Remediation:</b>  | <b>Enrichment:</b>  |
| <b>Responding to Texts</b> | <ul style="list-style-type: none"> <li>• Makes connections</li> <li>• Makes predictions</li> </ul>  | <ul style="list-style-type: none"> <li>• Read “Are We the Same?” What do you see on the cover? What do you think this is about? How are the boxes the same, and how are they different? How are we the same and different?</li> <li>• 3<sup>rd</sup> Read “Watch What Happens”. Have you ever watched water boil or melt? What happened?</li> </ul>  | <ul style="list-style-type: none"> <li>• Responding to the anchor chart, have children place hands on a balloon as you inflate it and then deflate it and have then identify when it is inflating and deflating.</li> <li>• In “My Upside Down World,” use visual cues to help children identify things that Mr. X wants to buy for his house.</li> </ul>  | <ul style="list-style-type: none"> <li>• Responding to the anchor chart, have children describe the changes they see happening and encourage them to add details about the type of change that is occurring.</li> <li>• After reading the chant, “I’m a Little Teapot,” have children draw a poster that shows water in its different forms and ask them to label their pictures and share their knowledge with a friend.</li> <li>• In “My Upside Down World,” encourage children to name other letters and show how to make them with their arms and legs.</li> </ul> |

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|                       |   |   |  |   |
|-----------------------|---|---|--|---|
| <p><b>Writing</b></p> | <ul style="list-style-type: none"> <li>• Writes letters</li> <li>• Completes a sentence</li> <li>• Creates books</li> <li>• Dictates sentences and stories</li> <li>• Writes name</li> <li>• Writes to narrate an event</li> <br/> <li>• Presents to peers</li> <br/> <li>• Uses symbols or letters to write words</li> </ul> | <ul style="list-style-type: none"> <li>• Students trace Xx with their finger.</li> <li>• Create class book: <i>Colors!</i><br/>       _____ + _____ = _____.<br/>       The students will pick 2 colors to mix together.<br/>       Dictate or write using developmental writing tools.<br/>       Illustrate. Write name on page.</li> <li>• Students read their page in the class book, "Colors!"</li> <li>• Play "Going on a Shape Hunt."<br/>       When you find a shape, write where you found it or draw a picture of it.</li> </ul> | <ul style="list-style-type: none"> <li>• After reading the chant, "I'm a Little Teapot," encourage children to use their senses to describe the changes in their play dough and provide sentence frames such as, "I see _____. It smells like _____."</li> </ul> | <ul style="list-style-type: none"> <li>• After reading, "My Upside Down World," ask children to extend the story by naming something else that could go upside-down. Have children draw/write to extend the story.</li> </ul> |
|-----------------------|---|---|--|---|

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| Subject:  | Objective:   | Activities   | Remediation:  | Enrichment:   |
|---|--|--|---|---|
| <p><b>Mathematics</b></p> <p><b>*Math taken from Theme 8*</b></p> | <ul style="list-style-type: none"> <li>• Creates shapes</li> <li>• Describes shapes</li> <li>• Identifies shapes</li> <li>• Understands shape constancy</li> <li>• Looks for and makes use of structure</li> <br/> <li>• Understands <b>symmetry</b></li> <br/> <li>• Identifies spatial positions</li> <li>• Understands orientation terms</li> </ul> | <ul style="list-style-type: none"> <li>• Revisit shapes: Display Attachables for <b>circle, square, rectangle</b> and <b>triangle</b>.</li> <li>• Model combining shapes: model putting 2 triangles together to form a larger triangle; put two triangles together so they form a square: <i>What shape did I make? How do you know?</i></li> <li>• Guide combining shapes</li> <li>• <i>What do you think will happen if I put two <b>squares</b> together?</i></li> <li>• Introduce <b>symmetry</b>.</li> <li>• Create symmetrical shapes: Make a line down the middle of a triangle; Note on each side of the line is the same <b>shape</b>.</li> <li>• Model symmetrical designs: display a large cut-out <b>circle</b>. Fold in half and identify middle line. Note each side of the circle is the same size and shape.</li> <li>• Guide <b>combining</b> shapes.</li> <li>• Review shapes: identify and describe shapes: <b>circle, triangle, square, cylinder, sphere, cube, cone</b>.</li> <li>• Play “Going on a Shape Hunt!”</li> <li>• Model/Guide number stories with shapes.</li> </ul> | <ul style="list-style-type: none"> <li>• Focus on building triangle shapes from two triangles.</li> <li>• Draw an outline of the larger triangle and guide children in placing the two smaller triangles inside the outline.</li> <li>• Focus on understanding the concept of the middle line of symmetrical shape and show cut out shapes and demonstrate folding them in half.</li> <li>• Give children a large equilateral triangle that has been folded in half and guide them to draw a line down the middle with finger paint and ask what they notice about each side.</li> <li>• While combining shapes, draw an outline of a house on paper and place a triangle and square block in the outline to make the house and have children name each shape you used while combining shapes.</li> </ul> | <ul style="list-style-type: none"> <li>• Show children two right triangles with unequal sides and have them explore how they can place the triangles together to form rectangle shapes.</li> <li>• Fold a paper in half and cut a simple design with scissors. Open up the design and ask children to describe what they see.</li> <li>• While combining shapes, encourage children to make their own pictures by building with the attachable shapes or attribute blocks.</li> </ul> |

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| Subject:                             | Objective:   | Activities  | Remediation:  | Enrichment:   |
|--------------------------------------|--|---|---|---|
| <p><b>Science/Social Studies</b></p> | <ul style="list-style-type: none"> <li>• Demonstrates scientific curiosity</li> <li>• Explores physical changes</li> <li>• Makes scientific observations</li> <li>• Makes scientific predictions</li> <br/> <li>• Investigates motion</li> <li>• Records and shares scientific findings</li> <br/> <li>• Observes characteristics of people</li> </ul> | <ul style="list-style-type: none"> <li>• Read, "Watch What Happens!"</li> <li>• <i>Which changes are you most interested in learning about?</i></li> <li>• <i>What will happen when a balloon is filled with air?</i></li> <li>• Turn and Talk: <i>What change did you like the most? Why?</i></li> <li>• Record on chart paper responses to question, <i>How can objects change?</i></li> <li>• Explain the 3 forms of water; <b>solid, liquid, gas.</b></li> <li>• Display p. 7-12 in "Watch What Happens:" How does cold <b>alter</b> water?(<b>freeze</b>) How does heat alter ice?(<b>melt</b>)</li> <li>• Display Theme 7 Anchor Chart: <i>What changes do you see happening in this picture?</i></li> <li>• <i>Where have you seen shadows? How are shadows made?</i></li> <li>• Point to simple machines: <i>Look at the child giving a mighty <b>pull</b> on a <b>pulley</b>. What happens when he pulls?</i></li> <li>• Read Mr. X's Big Book: <i>Why is it important to treat everyone kindly even if they are different than us?</i></li> <li>• Experiment: How will vinegar and baking soda <b>change</b> if they are combined?</li> </ul> | <ul style="list-style-type: none"> <li>• As "Watch What Happens!" is read, help children categorize the kinds of changes discussed.</li> <li>• As "Watch What Happens!" is re-read, help children understand the changes they read about in the book by adding gestures.</li> <li>• Give children a chance to discuss with a buddy whether the balloon can change its size, shape, or color.</li> </ul> | <ul style="list-style-type: none"> <li>• As "Watch What Happens!" is read, challenge children to think of objects that are not mentioned in the book that can change and describe to each other how the objects changed.</li> <li>• Let children review the big book, "Our Earth," and have them look through the book to find other solids, liquids, and gases.</li> </ul> |

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| ACADEMIC LEARNING CENTERS  |  |   |   |  |
|--|--|---|---|--|
| <p><b>Letter People Place</b><br/> <b>Mr. X's Letter Play</b><br/>           Children make stick puppet and form letters in shaving cream. Trace X and decorate with craft items<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Printables</li> <li>• Craft sticks, tape, shaving cream, tray, glue, glitter, sequins, ribbons</li> <li>• Plastic Xx letters</li> <li>• Mr. X. (when not in small group)</li> </ul> | <p><b>Emergent Writing</b><br/> <b>Changing Colors</b><br/>           Provide paper and finger paints in red, blue, and yellow. Children mix the finger paints on their paper to make orange, green, and purple.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Painting paper</li> <li>• red, yellow, blue finger paints</li> <li>• word cards for red, yellow, blue, green, orange, purple</li> </ul> | <p><b>Math</b><br/> <b>Combining Shapes</b><br/>           Children experiment with pattern blocks to create pictures. Encourage to change orientation.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Pattern blocks</li> <li>• Templates or plain paper to use as mats for the blocks</li> </ul>   | <p><b>Theme Library &amp; Reading and Listening</b><br/> <b>Science is Everywhere</b><br/> <b>Reading Nook</b><br/>           After books, songs, and rhymes introduced in circle times or small groups, place copies in center. Provide audio when available.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• <i>Watch What Happens!</i></li> <li>• Letter X's song</li> <li>• Letter people big book</li> <li>• <i>My Upside-Down World</i></li> <li>• Class book: <i>Colors!</i></li> <li>• Student reader: <i>Are We the Same</i></li> <li>• Action Rhyme: "I'm a Little teapot"</li> </ul> | <p><b>Small Group</b><br/>           In addition to the DIG math small group and literacy small group (<i>Mon: Class Book, Tues: Letter Forms, Wed: Meet &amp; Greet Card, Thurs: Student Readers, Fri: Oral Language</i>), here are additional small group suggestions.</p> <p><b><u>DIG Theme Portfolio</u></b><br/> <i>ELA- p.13-15</i><br/> <i>Math- p.16</i></p> <p><b><u>Data Based (Circle Assessment)</u></b><br/>           Based on the results of the circle data, you can group students, and create lessons using the Cliengage.org small group lesson suggestions.</p> |
| <p><b>Dramatic Play</b><br/> <b>Bakery</b><br/>           Provide props and play dough for children to pretend they are bakers working in a bakery.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Play dough</li> <li>• Various job costumes</li> <li>• toy kitchen props</li> </ul>   | <p><b>Art Studio</b><br/> <b>Ice Paintings</b><br/>           In advance, fill an ice cube tray with water, cover it with foil, push craft stick through the foil into each section of the tray and freeze.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Water, ice cube trays, foil craft sticks</li> <li>• Powdered paints in assorted colors</li> <li>• paper</li> </ul>                           | <p><b>Technology</b><br/> <b>ePlay and Learn</b><br/>           Children follow along in Mr. X's eBook. As they read, they listen to words beginning with X sound. Children play Mr. X games.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Letter People eBooks: <i>My Upside-Down World</i></li> <li>• <i>Online module: Watch What Happens!, Look for shapes</i></li> <li>• Computer</li> <li>• Headphones</li> <li>• MyDigPreK.com</li> </ul> | <p><b>Exploration Station</b><br/> <b>Ice is Nice</b><br/>           Provide lukewarm water and ice cubes for children to explore at the water table. Children can observe the changes as the ice melts.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• water in a tub or table</li> <li>• ice cubes</li> <li>• water play tools</li> </ul>  | <p><b>Construction Zone</b><br/> <b>"X" Marks the Spot</b><br/>           Children use blocks to create a secret maze. Have them hide objects.<br/> <b>What you need:</b></p> <ul style="list-style-type: none"> <li>• Building blocks</li> <li>• Paper, markers</li> <li>• Objects to hide in the maze</li> </ul>   |



### Juneteenth Lesson Plan

Topic: Juneteenth

Next Gen Standards:

PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures

PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities

Objectives: With prompting and support, students will:

- 1.) Actively listen to *Raven the Great! What is Juneteenth?* By Dr. Paulette McClain and *Juneteenth* by Robin Nelson
- 2.) Explain the word freedom
- 3.) Identify reasons for Juneteenth celebration
- 4.) Create freedom flag

Materials:

- *Juneteenth* by Robin Nelson
- *Raven the Great! What is Juneteenth?* By Dr. Paulette McClain
- Printable Juneteenth flag
- Pencil
- Glue stick/tape
- Crayons
- Make WOW word cards for the words: celebrate, freedom & obey
- YouTube video: Happy Juneteenth to you!  
<https://www.youtube.com/watch?app=desktop&v=vh4aOCLQbJs>

Day 1:

- 1.) WOW word: Obey
- 2.) Teacher will display the book, *Raven the Great! What is Juneteenth?* By Dr. Paulette McClain using the document camera.
- 3.) Teacher will introduce the holiday, Juneteenth and its importance.
- 4.) Teacher will read the book (based on classes attention and behavior, this book may need to be read in parts throughout the day due to its length).
- 5.) Teacher will play the YouTube video, Happy Juneteenth and encourage class to move and sing along!

Day 2:

- 1.) WOW word: Freedom
- 2.) Teacher will display the book, *Juneteenth* by Robin Nelson. Teacher will review the role of the author and illustrator.
- 3.) Teacher will introduce the word freedom and its meaning. Teacher will read the story.
- 4.) Teacher will stop to check for understanding and define bold vocabulary words in the text.
- 5.) Teacher will ask probing questions during the story relating to the word freedom and whether or not the people in the story had freedom.
- 6.) Teacher will play the YouTube video, Happy Juneteenth.
- 7.) Teacher will display the Juneteenth freedom flag and model for the children how they are going to make their own special freedom flag.
- 8.) Students will make the flag by coloring in the printable freedom flag and gluing/taping it to the pencil.

Day 3:

- 1.) WOW word: Celebration

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- 2.) Teacher will facilitate a Juneteenth celebration.
- 3.) Students will use freedom flags they created previously to have a freedom parade (play music, march around classroom/school/outside, wave freedom flags and dance/sing.
- 4.) If your school is having a Juneteenth celebration, student can use their freedom flags to participate.

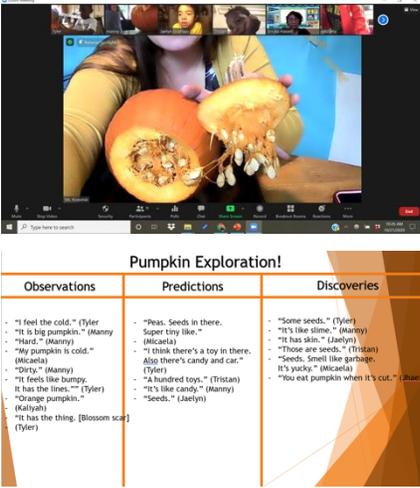
Extension Activities:

- 1.) Read, *The Story Behind Juneteenth* by Jack Reader and continue the Juneteenth discussion, or add this book to the classroom library.
- 2.) Talk with the author of *Raven the Great! What is Juneteenth?* Dr. Paulette McClain over zoom
- 3.) African dance classes over zoom
- 4.) African storyteller over zoom

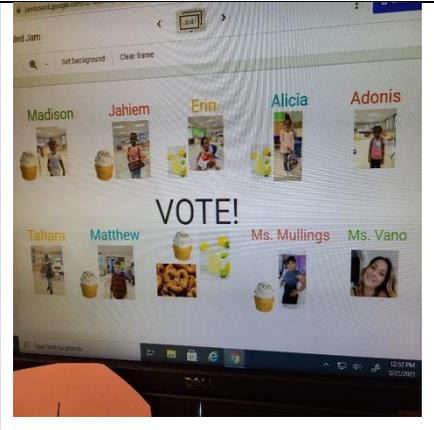
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| Theme 2. All About Me      |   |  |  |
|----------------------------|---|--|--|
| Project Name:              | Activity Description  | Materials Needed   | Website or Pictures  |
| Ooblik                     | Ooblik is a calming slime, that is helpful when introducing self-soothing and calm down skills. It is fun to play with, and messy! But it is also very relaxing to touch. | Cornstarch, water, food coloring. Mix together until a slime like consistency. Should be solid when poked with your finger, but liquid when picked up. |   |
| Chromatography Experiment  | Separating color pigments in a mixture by drawing on coffee filters and soaking them in water.  | Coffee filters, markers, cups and water.   |   |
| Dancing Raisins Experiment | Placing raising in a cup of sprite and in a cup of water. Watch as raisins attach to the bubbles and appear to dance  | Two empty glasses, sprite, water, raisins  |  |
|                            |   |  |  |

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| <p>Pumpkin Exploration (5 Senses)</p>   | <p>Students will make observations about the pumpkin using their 5 senses, and then make predictions about the inside of the pumpkin. After opening the pumpkin, students will make additional observations about the inside of the pumpkin and compare their predictions to the discoveries.</p> | <p>Class pumpkin or individual pumpkins, knife to open, tray to contain mess</p>  |  <p><b>Pumpkin Exploration!</b></p> <table border="1"> <thead> <tr> <th>Observations</th> <th>Predictions</th> <th>Discoveries</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>"I feel the cold." (Tyler)</li> <li>"It is big pumpkin." (Manny)</li> <li>"Hard." (Manny)</li> <li>"My pumpkin is cold." (Micaela)</li> <li>"Dirty." (Manny)</li> <li>"It feels like bumps. It has the lines." (Tyler)</li> <li>"Orange pumpkin." (Kallyah)</li> <li>"It has the thing. [Blossom scar]" (Tyler)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>"Pees. Seeds in there. Super tiny like." (Micaela)</li> <li>"I think there's a toy in there. Also there's candy and car." (Tyler)</li> <li>"A hundred toys." (Tristan)</li> <li>"It's like candy." (Manny)</li> <li>"Seeds." (Jaelyn)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>"Some seeds." (Tyler)</li> <li>"It's like slime." (Manny)</li> <li>"It has skin." (Jaelyn)</li> <li>"Those are seeds." (Tristan)</li> <li>"Seeds. Smell like garbage. It's yucky." (Micaela)</li> <li>"you eat pumpkin when it's cut." (Luis)</li> </ul> </td> </tr> </tbody> </table> | Observations | Predictions | Discoveries | <ul style="list-style-type: none"> <li>"I feel the cold." (Tyler)</li> <li>"It is big pumpkin." (Manny)</li> <li>"Hard." (Manny)</li> <li>"My pumpkin is cold." (Micaela)</li> <li>"Dirty." (Manny)</li> <li>"It feels like bumps. It has the lines." (Tyler)</li> <li>"Orange pumpkin." (Kallyah)</li> <li>"It has the thing. [Blossom scar]" (Tyler)</li> </ul> | <ul style="list-style-type: none"> <li>"Pees. Seeds in there. Super tiny like." (Micaela)</li> <li>"I think there's a toy in there. Also there's candy and car." (Tyler)</li> <li>"A hundred toys." (Tristan)</li> <li>"It's like candy." (Manny)</li> <li>"Seeds." (Jaelyn)</li> </ul> | <ul style="list-style-type: none"> <li>"Some seeds." (Tyler)</li> <li>"It's like slime." (Manny)</li> <li>"It has skin." (Jaelyn)</li> <li>"Those are seeds." (Tristan)</li> <li>"Seeds. Smell like garbage. It's yucky." (Micaela)</li> <li>"you eat pumpkin when it's cut." (Luis)</li> </ul> |
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| <p>Marshmallow Study</p>  | <p>We used our Five Senses to examine the marshmallow</p>   | <p>Marshmallows</p>   |  <p><b>Give Me Five!</b><br/>A Marshmallow study</p> <ul style="list-style-type: none"> <li><b>Looks like:</b> A cylinder, White</li> <li><b>Sounds like:</b> Only when you tap it</li> <li><b>Tastes like:</b> Bad Sweet like candy, Soft</li> <li><b>Smells like:</b> Sweet Candy, French fries</li> <li><b>Feels like:</b> Soft Sticky, Smooth</li> </ul>  |              |             |             |   |   |   |

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|                             |   |                                     |   |
|-----------------------------|---|-------------------------------------|---|
| <p>Five Senses – Taste!</p> | <p>Students taste each type of food and describe what they taste (salty, sweet, sour) Students and teachers will vote for their favorite type of taste.</p> | <p>Salty, sweet and sour foods.</p> |  |
|-----------------------------|---|-------------------------------------|---|

| Theme 3. Community Theme                   |  |   |                     |
|--|--|---|---------------------|
| Project Name:                              | Activity Description   | Materials Needed  | Website or Pictures |
| <p>Heavy vs. Light Experiment with Air</p> | <p>Students will experiment with either blowing or fanning items to move them with air. Students will make predictions about which will move and make observations about which items were light enough to move and which were heavy.</p> | <p>Various items (feather, paperclip, crumpled paper, crayon, marker, block, etc.), straw if blowing air / paper fan or piece of cardboard to fan items</p> |                     |

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|---|---|--|---|
| <p>X-Mas Express<br/>       Ginger Graham Train</p> | <p>During the month we read the book, Polar Express- therefore they each made a version of the train.</p> | <p>Materials Needed:<br/>       -Graham crackers<br/>       -Icing<br/>       -Candies to decorate<br/>       -Oreo Cookies for the wheels<br/>       -Parents Assistance, LOL</p> |    |
| <p>Paper bag<br/>       community helpers</p>       | <p>Students will use craft materials and paper bags to create a person in the community.</p>              | <p>Craft materials, paper bag, glue, books + photos of community helpers to help with details</p>  | <p>You live in the community of Mount Vernon!</p> <p>Use the paper to create a person in the community. Make sure to add details!</p>  |

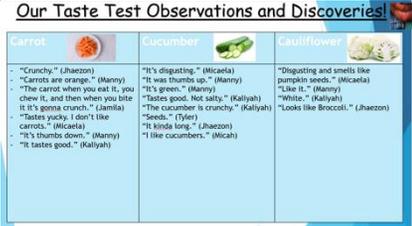
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| 4. Health and Nutrition                           |  |  |  |
|---|--|--|--|
| Project Name:                                     | Activity Description   | Materials Needed                       | Website or Pictures  |
| Yeast & Sugar Experiment – Plaque & Toothbrushing | <p>Why do we need to brush our teeth?</p> <p>Students will experiment by mixing warm water with yeast in 2 cups, and adding sugar to one! How does the yeast react with the sugar? Students will make connections to the bacteria in our mouths that eat sugar to make plaque.</p> | Yeast, warm water, 2 containers, sugar |  <p><a href="https://www.virginiaisforteachers.com/2016/02/plaque-attack-experiment-for-dental.html">https://www.virginiaisforteachers.com/2016/02/plaque-attack-experiment-for-dental.html</a></p> |
| Skittles and Water                                | Place the skittles on the perimeter of a plastic dish. Pour water in the center of the dish. Wait and watch the skittles colors move   | Skittles, water, plastic plate         |  |

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|                     |  |   |  |
|---------------------|--|---|--|
|                     | towards the center of the dish with beautiful rainbow streaks  |   |  |
| Letter E Experiment | Students poured half a glass of vinegar into a glass (added 5 drops of food coloring, if they wanted) and gently placed the egg inside. Waited an entire day to see the outcome  | <p><b>Letter E experiment</b><br/>         Tomorrow we will be doing an experiment for the letter E.</p> <p><b>Supplies you will need</b></p> <ul style="list-style-type: none"> <li>• 1 egg</li> <li>• Vinegar</li> <li>• 1 glass cup</li> </ul> | <p>Who is <b>EGG</b>cited about our <b>EGG</b>speriment?<br/>         What will happen tomorrow....<br/>         Can not wait to see....</p>  |
| Northern Lights     | Students will look at images of the Northern lights and discuss what they think they are and how they are formed. Students will watch a video and gather facts. The students will create their own Aurora Borealis with chalk, | Chalk<br>Black paper  |    |

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|   | watercolor, or paint.  |  |  |        |          |             |   |  |  |
|---|--|--|--|--------|----------|-------------|---|--|--|
| Letter C<br>Healthy<br>Vegetable<br>Taste Test  | Students will taste test each healthy vegetable that begins with the letter C. Students will make observations and describe each taste. Students will vote on their favorite and discuss the resulting bar graph.  | Cucumber, Cauliflower, Carrots   |  <p><b>Our Taste Test Observations and Discoveries!</b></p> <table border="1"> <thead> <tr> <th>Carrot</th> <th>Cucumber</th> <th>Cauliflower</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>"Crunchy." (Jaezon)</li> <li>"Carrots are orange." (Manny)</li> <li>"The carrot when you eat it, you chew it, and then when you bite it it's gonna crunch." (Jamita)</li> <li>"Tastes yucky. I don't like carrots." (Micaela)</li> <li>"It's thumbs down." (Manny)</li> <li>"It tastes good." (Kallyah)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>"It's disgusting." (Micaela)</li> <li>"It was thumbs up." (Manny)</li> <li>"It's green." (Manny)</li> <li>"Tastes good. Not salty." (Kallyah)</li> <li>"The cucumber is crunchy." (Kallyah)</li> <li>"seeds." (Tyler)</li> <li>"It's kinda long." (Jaezon)</li> <li>"I like cucumbers." (Mica)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>"Disgusting and smells like pumpkin seeds." (Micaela)</li> <li>"Like it." (Manny)</li> <li>"White." (Kallyah)</li> <li>"Looks like Broccoli." (Jaezon)</li> </ul> </td> </tr> </tbody> </table> | Carrot | Cucumber | Cauliflower | <ul style="list-style-type: none"> <li>"Crunchy." (Jaezon)</li> <li>"Carrots are orange." (Manny)</li> <li>"The carrot when you eat it, you chew it, and then when you bite it it's gonna crunch." (Jamita)</li> <li>"Tastes yucky. I don't like carrots." (Micaela)</li> <li>"It's thumbs down." (Manny)</li> <li>"It tastes good." (Kallyah)</li> </ul> | <ul style="list-style-type: none"> <li>"It's disgusting." (Micaela)</li> <li>"It was thumbs up." (Manny)</li> <li>"It's green." (Manny)</li> <li>"Tastes good. Not salty." (Kallyah)</li> <li>"The cucumber is crunchy." (Kallyah)</li> <li>"seeds." (Tyler)</li> <li>"It's kinda long." (Jaezon)</li> <li>"I like cucumbers." (Mica)</li> </ul> | <ul style="list-style-type: none"> <li>"Disgusting and smells like pumpkin seeds." (Micaela)</li> <li>"Like it." (Manny)</li> <li>"White." (Kallyah)</li> <li>"Looks like Broccoli." (Jaezon)</li> </ul> |
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| Egg Brushing<br>Experiment  | Students will explore what sugar does to their teeth and why it's important to brush them daily.   | Hard-boiled egg, dark juice or dark soda, jar or container, toothbrush, toothpaste   | <br>  |        |          |             |   |  |  |

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|                                  |   |  | <a href="https://playteachrepeat.com/toothpaste-experiment/">https://playteachrepeat.com/toothpaste-experiment/</a> |
| Stone Soup<br>(Healthy food)     | After reading “Stone Soup” the children cut baby carrots, onions, tomato and celery and we made yummy soup.   | Barley, vegetables, salt and pepper.             |   |
| Body heat investigation<br>(pt1) | We learned how our bodies regulate body temperatures and how/why we can use hats/gloves/mittens to keep warm. | Hats, gloves, mittens                            |   |
| Blubber investigation<br>(pt 2)  | Building on body heat investigation, we investigated how animals use blubber to stay warm.                    | Blubber gloves (2 ziplocs and crisco); ice water |   |

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| 5. The Earth Our Home      |   |  |  |
|----------------------------|---|--|--|
| Project Name:              | Activity Description  | Materials Needed   | Website or Pictures  |
| Shaving Cream Storm Clouds | Students practice cutting by drawing a cloud & cutting it out with white construction paper. Students put shaving cream on cutout cloud. A few tiny drops of black paint. Mix together using their hands to create grey storm clouds. | White construction paper, shaving cream, black paint, scissors |  |

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| Tornado in a jar |   | <ul style="list-style-type: none"> <li>. Glass jar with a lid (mason jar, pickle jar, jam jar, anything will work).</li> <li>. Water.</li> <li>. Clear Dish Soap (or blue if you have it).</li> <li>. Vinegar.</li> <li>. Blue Food Dye.</li> </ul> |   |
| Recycled Robots  | Students use a variety of recycled items and make robots. | Boxes, plastic cutlery, bottles, magazines, glue, tape, etc.  |  |

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| <p>Build your own flower</p> | <p>Students will learn the parts of a flower/plant and will put the pieces in order to create their own plant/flower. Students will glue and write the steps in order.</p> | <p>Construction paper, pipe cleaners, glue, scissors</p>                    |   |
| <p>Our Planet Earth</p>      | <p>Students learned that Earth is the planet we live in and we should protect it.</p>  | <p>Newspaper, flour, water, paint brushes, brown, blue and green paint.</p> |  |

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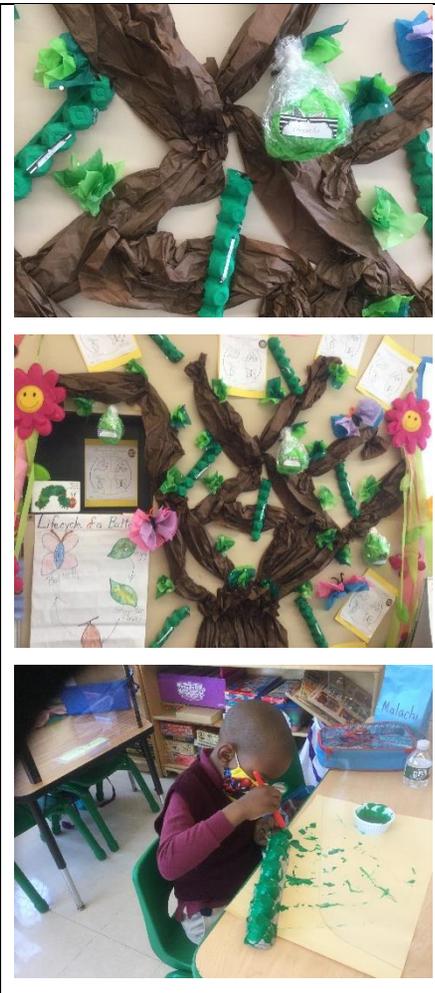
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| Ocean and rainforest | The children learned about habitats and their importance for life to carry on. | Cut out fish, plastic flowers and crayons. |  |
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| Theme 6. Living Things |  |   |   |
|------------------------|--|---|---|
| Project Name:          | Activity Description   | Materials Needed  | Website or Pictures   |
| V for Volcanoes        | Students will design and create volcanoes using a paper cup and tinfoil. Put baking powder into the cup. Mix the vinegar and food coloring. Carefully pour vinegar into the cup and watch the explosion! | Paper plate<br>Paper or plastic cup<br>aluminum foil<br>tape<br>scissors<br>large cookie sheet<br>2 TBLS water<br>red food coloring<br>2 TBLS Baking soda<br>4 TBLS White Vinegar |  |

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| <p>Caterpillar to Butterfly necklace</p> | <p>Students will experience the entire lifecycle of a butterfly after observing the steps students will then create the lifecycle necklace of a caterpillar to a butterfly</p> | <p>Dry pasta, green construction paper, sunflower seed, straw and yarn</p>           |  |
| <p>Growing lima beans without soil</p>   | <p>The children learned that plants need soil (paper towel), water, sunshine and clean air.</p>  | <p>Green construction paper, ziplog bag, paper towels, lima beans, and sunshine.</p> |  |

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| <p>Life Cycle of a Butterfly</p>          | <p>The children learned about the transformation process of a caterpillar to a butterfly. The project included completing a worksheet on the life cycle of a butterfly. The tissue paper tree changes with the season so the tree supported the students' understanding of how caterpillars are born and transform during the Spring Season.</p> | <p>White dots for the egg, placed on tree leaves; Egg carton, green paint, brown pipe cleaners to make caterpillar; Green tissue paper/clear wrapping cellophane for the chrysalis; different color tissue and brown pipe cleaners paper for the butterfly.</p> |  |
| <p>Tornado tubes (wild weather study)</p> | <p>Studying and understanding wild weather (tornado)</p>   | <p>Two 2-liter bottles; water; food coloring; hot glue; duct tape</p>   |  |
| <p>Wind study (wild weather study)</p>    | <p>Studying and understanding wild weather (wind)</p>  | <ul style="list-style-type: none"> <li>- Paper planes</li> <li>- Parachute</li> <li>- bubbles</li> </ul>  |  |

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|                  |                                     |                                |  |
|------------------|-------------------------------------|--------------------------------|--|
| Plant Study      | Greenhouse study to “wake up” seeds | Mason jars; seeds; paper towel |  |
| Adult/baby study | Match up baby/adult animals         | Baby/Adult print out           |  |

| Theme 7. Science is Everywhere |  |  |  |
|--------------------------------|--|--|--|
| Project Name:                  | Activity Description   | Materials Needed   | Website or Pictures  |
| Homemade paint                 | Homemade paint-<br>Combining ingredients to make something new, observing how ingredients change when they are combined. | 1/2 cup flour<br>1/2 cup warm water<br>1/4 cup salt<br>Divide into different containers and add a few drops of food coloring   | <a href="#">Ms. Tirado's homemade paint experiment</a>                               |
| Volcano!                       | Students can create a simple version of a volcano using basic household ingredients.                                     | 1) a cup<br>2) water<br>3) 3-4 tablespoons of baking soda,<br>4) 1 tsp dish soap<br>5) food coloring (optional)<br>6) 1 cup of vinegar<br>7) a large bowl<br>8) paper towels (for cleanup if needed) |  |

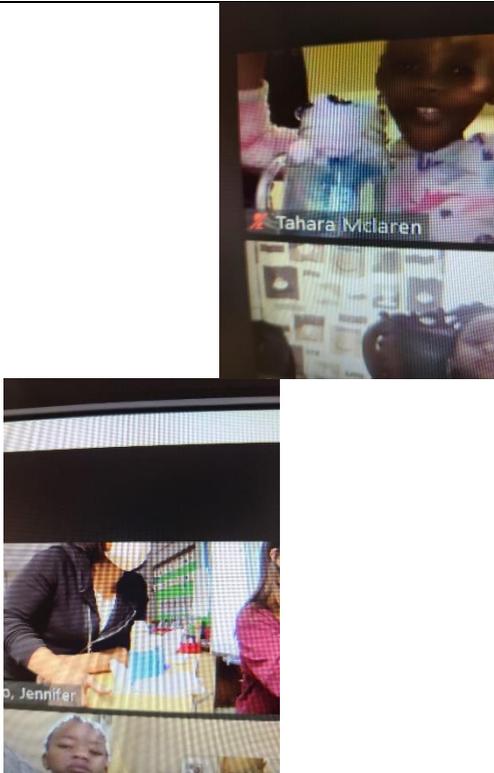
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| <p>Chemical reaction<br/>Balloons</p> | <p>What happens when you mix baking soda and vinegar to a balloon.</p> | <p>Baking soda, vinegar, empty bottle</p>  |  A photograph showing a purple balloon inflated and attached to the neck of a clear plastic bottle. The bottle sits on a white surface. In the background, there is a box of baking soda and a bottle of vinegar. |
| <p>Growing a Rainbow</p>              | <p>What Does Absorb Mean?</p>  | <p>Washable markers, 2 short clear glasses, water, and paper towel</p>   |  A photograph of a white paper towel bridge placed between two clear glasses filled with water. The water has risen up the paper towel, creating a rainbow pattern in the center.                                 |
| <p>Make Your Own Butter</p>           | <p>Watch how things change from a liquid to a solid</p>                | <p>Heavy whipping cream, empty jar or container with a lid, glass marble (optional), salt for taste (optional)</p> | <br><a href="https://playtolearnpreschool.us/making-butter/">https://playtolearnpreschool.us/making-butter/</a>  |

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| <p>Mixing Colors –<br/>Skittles Experiment</p> | <p>Students will put Skittles all around the edge of the dish. Then they pour water in the center of the dish and wait for the colors to blend and move toward the center. They will try this once with cold water and once with warm water to observe the differences.</p> | <p>Water, Skittles, plate</p> |  |
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| <p>Cloud in a Jar</p>            | <p>Students create a cloud in a jar by putting water, shaving cream and a couple drops of blue food coloring into the jar. They will observe the water turn into a cloud and then rain fall from the cloud.</p> | <p>Jar or cup, water, shaving cream, blue food coloring</p>  |    |
| <p>Sink and Float Experiment</p> | <p>Students will make predictions about which objects will sink and which will float. Then they test out each object and check their predictions. Lastly make a class T-chart for Sink &amp; Float.</p>         | <p>Paper clip, coin, plastic toys, crayon, pencil, plastic spoon, ball, black, plastic cup, paintbrush</p> |  |

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|                       |   |                             |   |
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| Mixing primary colors | The children mixed red and yellow to get orange, blue and red to get purple and blue and yellow to get green. | Red, blue and yellow paint. |  |
|-----------------------|---|-----------------------------|---|

| Theme 8. Technology   |                      |                  |                     |
|---|----------------------|------------------|---------------------|
| Project Name:   | Activity Description | Materials Needed | Website or Pictures |
| Flower/Bee study  |                      |                  |                     |
| Baby birds in a nest art project study                            |                      |                  |                     |
| Patriotic study (Memorial Day, Flag Day, 4 <sup>th</sup> of July) |                      |                  |                     |
| Bubble painting   |                      |                  |                     |

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