

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: All Curricular Areas

Course Length: Full Year

Grade: 4K

Date Last Approved:

Stage 1: Desired Results

Course Description and Purpose:

The Swallow 4K program is comprised of four important components with social and personal development interwoven into each curricular area. Areas of focus include: Early Literacy, Language Development and Communication, Numeracy, Scientific Thinking and Problem Solving, and Approaches to Learning. Personal and social development includes the Swallow School Districts characteristics of lifelong learners, along with skills specific to the development of four year old students. Progress in each area will be reported as beginning, developing, or proficient.

Enduring Understanding(s):

Early Literacy, Language Development, and Communication

- Emergent reading skills are necessary before a child can learn to read conventionally
- Emergent writing skills are necessary before a child can learn to write conventionally
- Children converse for a variety of purposes
- Oral language develops the most during early childhood
- Strong oral skills will enable future readers to comprehend texts and information
- Strong listening skills are needed for phonological development

Numeracy

- Patterns can be represented in a variety of ways
- There are many ways to represent a number
- Number sense develops through experience
- Geometric relationships develop reasoning skills

Scientific Thinking & Problem Solving

- Scientists compare and contrast to make sense of the world
- Scientists make predictions using information from a variety of sources
- Scientists use classification to

Essential Question(s):

Early Literacy and Communication

1. What do I need to know before I can learn to read?
2. What do I need to do before I learn to write?
3. How does talking help us learn and work with others?
4. Why is listening important?

Numeracy

5. What is a pattern?
6. How are patterns used to show relationships and make predictions?
7. What kind of experiences help develop number sense?
8. What are the characteristics of 2D geometric shapes

Scientific Thinking & Problem Solving

9. How can the skill of comparing and contrasting help us understand the world around us?
10. How can making predictions help us understand the world around us?
11. Why do scientists classify objects?

Approaches to Learning

- What are the ways that play benefits child development?

<p style="text-align: center;">organize the natural world</p> <p>Approaches to Learning</p> <ul style="list-style-type: none"> ● Play is the way children learn about the world around them 	
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Learning Targets:

Early Literacy, Language Development, and Communication

1. Students can create written work for a variety of tasks, purposes, and audiences (Product) (W)
2. Students can organize and communicate ideas to others (Product) (R/W)
3. Students can evaluate text including a variety of genres and formats (Reasoning)

Numeracy

1. Students can demonstrate number sense through counting patterns (Skill)
2. Students can evaluate geometric shapes (Skill)
3. Students can create and evaluate patterns (Skill)

Scientific Thinking and Problem Solving

1. Students can make predictions during the scientific process (Skill)
2. Students can make observations during the scientific process (Skill)
3. Students can classify items by like characteristics (Skill)

Approaches to Learning

1. Students can demonstrate initiative, self-direction, and independence (skill)
2. Students can demonstrate cooperation in a variety of environments (skill)
3. Students will demonstrate age appropriate personal and social responsibility (skill)

Stage 2: Learning Plan

<p>I. Early Literacy</p> <p>A. Letter Identification</p> <ol style="list-style-type: none"> 1. Identification of capital letters 2. Identification of lowercase letters <p>B. Rhyming</p> <ol style="list-style-type: none"> 1. Identification of rhyming word pairs 2. Creating rhyming word pairs 3. Matching two words with the same beginning sound <p>C. Concepts of Print</p> <ol style="list-style-type: none"> 1. Identify the parts of a book 2. Directionality <ol style="list-style-type: none"> a) Tracking print top to bottom b) Tracking print 	<p>Developmental Concepts:</p> <p>CCSS.ELA-Literacy.R.F.K.1 CCSS.ELA-Literacy.R.F.K.1A CCSS.ELA-Literacy.R.F.K.1B CCSS.ELA-Literacy.R.F.K.1C CCSS.ELA-Literacy.R.F.K.1D</p> <p>CCSS.ELA-Literacy.R.F.K.2 CCSS.ELA-Literacy.R.F.K.2A CCSS.ELA-Literacy.R.F.K.2B CCSS.ELA-Literacy.R.F.K.2C CCSS.ELA-Literacy.R.F.K.2D</p> <p>CCSS.ELA-Literacy.R.F.K.3 CCSS.ELA-Literacy.R.F.K.3A CCSS.ELA-Literacy.R.F.K.3B CCSS.ELA-Literacy.R.F.K.3C CCSS.ELA-Literacy.R.F.K.3D</p> <p>Learning Targets Addressed:</p> <ul style="list-style-type: none"> ● Students can create written work for a variety of tasks, purposes, and audiences (Product) (W) ● Students can organize and communicate ideas to others (Product) (R/W) ● Students can evaluate text including a variety of genres and
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- left to right
- D. Listening Comprehension**
1. Use listening skills to make meaning of texts
 2. Making connections
 - a) text -to-self
 3. Retelling
 4. Predicting
- E. Sequencing**
1. Sequence a 3-4 part story

formats (Reasoning)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> ● Teacher Modeling of skills ● Read Alouds ● Small Group Centers ● Skill Development Games
Formative	Skill	<ul style="list-style-type: none"> ● Sequence a story using pictures ● Shared oral responses ● Draw a picture to represent story elements
Summative	Skill	<ul style="list-style-type: none"> ● Sequence a story using pictures ● Shared oral responses ● Draw a picture to represent story elements ● Concepts of print assessment ● Oral letter identification assessment (capital and lowercase)

II. Language Development and Communication

- A. Mechanics of Writing**
- a. Demonstrate standard pencil grip
 - b. Demonstrate knowledge of directional concepts
 1. Write left to right
 2. Write top to bottom
- B. Communication Skills**
- a. Express self in dramatic play
 - b. Take turns in conversation
 - c. Follow directions of increasing complexity

Developmental Concepts:

CCSS.ELA-Literacy.SL.K.1
 CCSS.ELA-Literacy.SL.K.1A
 CCSS.ELA-Literacy.SL.K.1B

CCSS.ELA-Literacy.SL.K.2
 CCSS.ELA-Literacy.SL.K.3
 CCSS.ELA-Literacy.SL.K.4
 CCSS.ELA-Literacy.SL.K.5
 CCSS.ELA-Literacy.SL.K.6

Learning Targets Addressed:

- Students can create written work for a variety of tasks, purposes, and audiences (Product) (W)
- Students can organize and communicate ideas to others (Product) (R/W)
- Students can evaluate text including a variety of genres and formats (Reasoning)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> ● Teacher Modeling of skills ● Read Alouds ● Small Group Centers ● Skill Development Games ● Role Play ● Name writing using directionality
Formative	Skill	<ul style="list-style-type: none"> ● Teacher observation of skill development ● Shared oral responses

Summative	Skill	<ul style="list-style-type: none"> Teacher observation of skill development Shared oral responses
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III. Numeracy

A. Number Sense

- Identify numbers to 20
- Orally counts forward to 30
- Subitize numbers 1-6
- Counts objects to 20 using 1:1 correspondence

Patterning

- Create and extend AB patterns
- Create and extend ABB patterns

B. Geometry

- Identify 2D shapes
 - Square
 - Circle
 - Triangle

Developmental Concepts:

CCSS.Math.K.C.C.A.3
 CCSS.Math.K.C.C.B.4.A
 CCSS.Math.K.G.A.1
 CCSS.Math.K.G.A.2
 CCSS.Math.K.G.A.3

Learning Targets Addressed:

- Students can demonstrate number sense through counting patterns (Skill)
- Students can evaluate geometric shapes (Skill)
- Students can create and evaluate patterns (Skill)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> Teacher Modeling of skills Small Group Centers Skill Development Games with Manipulatives
Formative	Skill	<ul style="list-style-type: none"> Independently create an AB pattern Independently create an ABB pattern Number Knowledge Assessment (September) Oral Shape Identification
Summative	Skill	<ul style="list-style-type: none"> Independently create an AB pattern Independently create an ABB pattern Number Knowledge Assessment (May) Shape Identification

IV. Scientific Thinking and Problem Solving

A. Use questioning strategies to make scientific predictions

B. Use observation skills to compare similarities and differences

C. Sort and Classify by like characteristics

- Color
- Shape
- Size

D. Color Identification

Developmental Concepts:

NGSS Scientific and Engineering Practice: Asking Questions and Defining Problems

NGSS Crosscutting Concept: Patterns- Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.

Learning Targets Addressed:

- Students can make predictions during the scientific process (Skill)
- Students can make observations during the scientific process (Skill)
- Students can classify items by like characteristics (Skill)

- a. Primary Colors
 - i. Red
 - ii. Blue
 - iii. Yellow
- b. Secondary Colors
 - i. Green
 - ii. Purple
 - iii. Orange

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> • Teacher Modeling of Skills • Orally share a Prediction and Observation • Sorting Games
Formative	Skill	<ul style="list-style-type: none"> • Draw and orally explain a prediction and observation • Complete a sort with accuracy • Oral color assessment
Summative	Skill	<ul style="list-style-type: none"> • Draw and orally explain a prediction and observation • Complete a sort with accuracy • Oral color assessment

V. Approaches to Learning

A. Group Collaboration

- a. Small group work
- b. Large group work
- c. Whole class work
- d. Actively participate in classroom learning

B. School Environment

- a. Comfortability in the school environment
- b. Follow classroom routines and directions
- c. Responsibility for materials and personal belongings
- d. Personal space of self and others
- e. Appropriate attention span
- f. Actively listens and follows directions

C. Cooperation

- a. Sharing
- b. Cooperative play
- c. Seeks other classmates

D. Self Care

- a. Demonstrate basic self care skills
- b. Accept responsibility for own actions
- c. Demonstrate self control with property and others

Developmental Concepts:

Eight Executive Function Skills: (Impulse Control, Emotional Control, Flexible Thinking, Working Memory, Self Monitoring, Planning and Prioritization, Task Initiation, and Organization)

Wisconsin Model Early Learning Standards: Children learn through play and active exploration of their environment

Learning Targets Addressed:

1. The student can demonstrate initiative, self-direction, and independence (skill)
2. The student can demonstrate cooperation in a variety of environments (skill)
3. The student will demonstrate age appropriate personal and social responsibility (skill)

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill	<ul style="list-style-type: none"> • Teacher Modeling of Skills • Social Stories • Role Playing • Observations during dramatic play
Formative	Skill	<ul style="list-style-type: none"> • Observations during role playing • Observations during dramatic play • Anecdotal records
Summative	Skill	<ul style="list-style-type: none"> • Observations during role playing • Observations during dramatic play • Anecdotal records