Prekindergarten 4 Public Overview

Prekindergarten 4

1st 9 Weeks

Assessments

Beginning of the Year CIRCLE Progress Monitoring (August 26- September 30, 2026)

What are we learning?
How can I help at home?

Unit 1- Welcome to PreK!: This unit will help children understand what it means to be part of a classroom community as they learn how to adapt to school. As they develop comfort with the many new routines for each part of the school day, children will see that school is a wonderful place to play, learn, and make new friends. This unit will also help students recognize similarities and differences between individuals and families, and what it means to be special and unique. The overall focus will be on developing a sense of self, belonging, and early self-regulation skills while being part of a larger community (family, classroom, and school).

Essential Questions:

Students will continually ponder such questions as....

- Why is it important to follow classroom routines?
- How do I keep myself and others safe in our classrooms?
- Who am I and what makes me unique?
- How are people and families similar and different?
- What does it mean to be a student in school, and how is that similar to and different from being a member of my family?
- What do I need to do to help my "classroom family"?

Timeline: August 11-September 11, 2026
Priority Standards: I.A.1.; I.B.1.a.; I.B.1.b.; I.C.1.; I.C.7.; II.A.2.; II.B1; II.D.1; II.E.1; III.B.1; III.B.2, III.C.1; III.C.2; III.C.3; III.D.1; III.D.3; III. E.1; III.E.2; IV.A.1; IV.C.1; IV.C.2; IV.C.4; V.A.1; V.A.2; V.A.4; V.C.1; V.D.1; V.E.2; VI.A.1; VI.B.1; VII.A.3; VII.C.1; VII.D.1; IX.A.1; IX.B.2; IX.B.3; X.A.1
Link to Texas Prekindergarten Guidelines: https://tea.texas.gov/educators/early-childhood-education/2022-texas-pkg-comprehensive-guide.pdf

Content:

At the end of this unit, students will understand that: 1. School is a wonderful place where we play, learn, and make new friends. 2. Classroom routines help my teacher to keep us safe in school 3. I am special and unique, and I'm also very similar to all the other children in my class in many ways. 4. A family is a group of people who care deeply for one another and take care of each other. 5. Families, like people, are similar and different in many ways.

At-Home Connection:

- Ask your child to share about his/her new school, classroom activities, and new friends. Create an at home routine schedule with your child like the one teacher has in the classroom. The schedule may include time, task, and location.
- Ask your child to create a self-portrait. Discuss why she/he is special and unique, and very similar to all the other children in my class in many ways.
- Discuss your family structure and what makes your family special with your child (e.g., families care deeply for one another and care for each other).
- Share how your family is similar and different from others living in the same neighborhood with your child.
- Select books about school and family from Unite for Literacy Bookshelf at https://www.uniteforliteracy.com/ to read with your child at home.

Prekindergarten 4 Public Overview

Prekindergarten 4

1st 9 Weeks

Assessments

Beginning of the Year CIRCLE Progress Monitoring (August 26- September 30, 2026)

What are we learning?
How can I help at home?

Unit 2- Taking Care of Myself and Others: This unit will help children learn to take care of themselves physically, emotionally and socially. Classroom activities will focus on physical and emotional health, nutrition, safety, and proper hygiene. Children will also learn coping skills for dealing with social conflict, stress and frustration. The unit will emphasize the need to take responsibility for personal choices related to nutrition, safety, and social interactions. Children will also learn to notice how their words and actions affect other people's feelings, how to show kindness and compassion for others, and how to follow school and classroom rules to keep everyone safe.

Essential Questions:

Students will continually ponder such questions as....

- How do we take care of our bodies, so we stay healthy and strong?
- How can we manage our emotions, so we develop the capacity to cope with challenging and unexpected events?
- What can we say and do to show other people that we respect them and care about their feelings?

Timeline: September 14- October 8, 2026
Priority Standards: I.A.1.; I.B.1.a.; I.B.1.b.; I.C.1.; I.C.7.; II.A.2.; II.B1; II.D.1; II.E.1 III.B.1; III.B.2; III.B.5; III.C.1; III.C.2; III.C.3; III.D.1; III.D.3; III. E.1; III.E.2; IV.A.1; IV.C.1; IV.C.2; IV.C.4; V.A.1; V.A.2; V.A.3; V.A.4; V.A.5; V.A.6; V.C.1; V.C.2; V.D.1; V.D.3; V.E.2; VI.A.1; VI.B.1; VII.A.3; VII.B.1; VII.C.1; IX.A.1; IX.B.2; IX.B.3; X.A.1
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Content:

At the end of this unit, students will understand that: 1. We take care of our bodies in many different ways including eating healthy food, getting plenty of sleep, and keeping our bodies clean. 2. We take care of ourselves emotionally by trying hard, feeling pride in our accomplishments, and using words to express our feelings. 3. We make choices every day that affect our own health as well as the safety and feelings of other people. We can make good choices!
4. We take care of other people by being kind, sharing, caring, and by resolving conflicts based on fairness and what's best for the community.

At-Home Connection:

- Ask your child to share something they are proud of each day. Celebrating their accomplishments and discuss how to practice new skills helps them build confidence.
- Encourage your child to identify and talk about different feelings they experience throughout the day. Discuss healthy ways to express emotions and how family members can support one another when feeling happy, sad, excited, or frustrated.
- Read stories and discuss how characters show kindness, empathy, and respect for others. Ask your child how they can help family members, friends, and neighbors in caring ways.
- Provide opportunities for your child to participate in simple family responsibilities, such as helping set the table, feeding a pet, or cleaning up toys. Discuss how everyone contributes to the family and community.

Prekindergarten 4 Public Overview

Prekindergarten 4

2nd 9 Weeks

Assessments

None

What are we learning?
How can I help at home?

Unit 3- Wind and Water: This unit shifts the focus from learning about the social world to learning about the physical world, specifically water and wind. Children will learn that wind and water are essential elements in our environment and in our weather. Through play and exploration, children will examine how wind is invisible and yet very powerful, affecting living and non-living things. They will learn a lot about water-- how it changes form based on its temperature (solid-liquid-gas); the characteristics of water such as its color, what floats in it, that it evaporates into the air; different materials can absorb; and that rain, snow, and fog are made of water. This unit will help students appreciate the power and importance of both wind and water and how weather and natural resources affect the lives of people and animals, often in very dramatic ways.

Essential Questions:

Students will continually ponder such questions as....

- What are wind and water, and where do they come from?
- What is weather, and how does it affect people and other living things?
- How and why does water change forms from solid to liquid to gas?
- What happens to different objects when they get wet, or when we put them in water?

Timeline: October 19- November 13, 2026
Priority Standards: I.A.1.; I.B.1.a.; I.B.1.b.; I.C.1.; I.C.7.; II.A.2.; II.B1; II.D.1; II.E.1; III.B.1; III.B.2; III.B.5; III.B.7; III.C.1; III.C.2; III.C.3; III.D.1; III.D.3; III. E.1; III.E.2; III.E.3; IV.A.1; IV.C.1; IV.C.2; IV.C.4; V.A.1; V.A.2; V.A.3; V.A.4; V.A.5; V.A.6; V.C.1; V.C.2; V.D.1; V.E.2; VI.A.1; VI.C.1; VII.A.3; VII.B.1; IX.A.1; IX.B.2; IX.B.3; X.A.1
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Content:

At the end of this unit, students will understand that: 1. Wind and water are part of our weather. 2. Rain, snow, ice, fog and clouds are all forms of water. 3. Water is a liquid that has many interesting properties: it has no color; some things float in it; it evaporates; and it can be absorbed by some materials. 4. Wind and water are powerful, and they can make things move. 5. Weather affects people and animals. People and animals need shelter to protect them from the weather.

At-Home Connection:

- Take a walk outside with your child and observe the weather. Talk about the sun, clouds, rain, wind, or temperature and how these elements make nature both beautiful and powerful.
- Encourage your child to notice how wind moves trees, leaves, and flags. Discuss how weather can change from day to day and how it affects outdoor activities.
- Look at family photos or magazines and discuss the clothing people wear in different types of weather. Talk about how coats, hats, boots, umbrellas, and shelters help protect us from the effects of weather.
- Explore ways your family uses water every day. Discuss why water is important and how we can conserve and protect this valuable resource.
- Talk with your child about ways to care for the environment, such as throwing away trash properly, recycling, conserving water, and helping keep parks and neighborhoods clean.

Prekindergarten 4 Public Overview

Prekindergarten 4

2nd 9 Weeks

Assessments

None

What are we learning?
How can I help at home?

Unit 4- Celebrations: This unit focuses on the similarities and differences in the ways people celebrate holidays and other special events. Children will learn that people from all cultures enjoy special food, songs and rituals during their celebrations. They will also learn that not all celebrations are holidays; some celebrations (i.e. birthdays, weddings, graduations) mark an accomplishment or very special event in a person's life. During this unit, children will explore the food, clothing and special traditions from celebrations in different cultures. They will also make cards and gifts for loved ones and design their own patterned wrapping paper. Ultimately, this unit will help children learn to respect and celebrate the cultural commonalities—and the many differences—in our diverse community

Essential Questions:

Students will continually ponder such questions as….

- What are celebrations, and why do people celebrate?
- How are celebrations similar and different all around the world?
- What's the difference between a holiday and a celebration?
- How can I show respect for celebrations and other cultural traditions that are different from my own?

Timeline: November 16- December 18, 2026
Priority Standards: I.A.1.; I.B.1.a.; I.B.1.b.; I.C.1.; I.C.7.; II.A.2.; II.B1; II.D.1; II.E.1; III.B.1; III.B.5; III.B.7; III.C.1; III.C.2; III.C.3; III.D.1; III.D.3; III. E.1; III.E.2; III.E.3; IV.A.1; IV.C.1; IV.C.2; IV.C.4; V.A.1; V.A.2; V.A.3; V.A.4; V.A.5; V.A.6; V.C.1; V.C.2; V.D.2; V.D.1; V.D.3; V.E.2; VI.A.1; VI.C.1; VII.A.3; VII.B.1; IX.A.1; IX.B.2; IX.B.3; X.A.1; X.A.2
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Content:

At the end of this unit, students will understand that: 1. We all have celebrations to remember special events. 2. Families and friends have some celebrations that are different, and some celebrations that are the same. 3. We can celebrate together in school and share our traditions with our friends. 4. Many celebrations include special food, songs, and clothing

At-Home Connection:

- Talk with your child about your family's traditions, celebrations, and special occasions. Encourage your child to share what makes these traditions meaningful to your family.
- Invite your child to draw a picture of a favorite family celebration and describe the people, foods, activities, or customs that make it special.
- Discuss how different families and cultures celebrate holidays and important events in unique ways. Help your child recognize and respect similarities and differences among traditions.
- Encourage your child to express gratitude by talking about gifts, acts of kindness, or special experiences they have received. Discuss ways they can show appreciation to others.
- Create opportunities for your child to share, give, or help others at home, reinforcing the joy that comes from generosity and kindness.

Prekindergarten 4 Public Overview

Prekindergarten 4

3rd 9 Weeks

Assessments

Middle of the Year CIRCLE Progress Monitoring (January 13- February 10, 2027)

What are we learning?
How can I help at home?

Unit 5 – From Here to There: Things that Go: This unit gives children opportunities to play with and learn about something they already love—things that move! Through active play and exploration, children will study the different modes of transportation, where and how each one moves, and how to stay safe when we're in or near moving vehicles. This unit provides many opportunities for interdisciplinary work including language and literacy, emergent math, science, social studies, music and art. In social studies, children will learn about the many community helpers who operate vehicles. In science, they will investigate how different surfaces, ramps and incline affect the way vehicles move. Through these engaging learning experiences, preschoolers will develop a better understanding and appreciation for the many ways that transportation affects our lives and its essential role in our community

Essential Questions:

Students will continually ponder such questions as….

- What are the different vehicles people use to travel, and where do we go in these vehicles?
- How are different types of transportation similar and different?
- How does transportation affect our day-to-day lives, and why is it so important?
- Who are the people who drive different vehicles in our community?
- How can we stay safe when we are in and near moving vehicles?

Timeline: January 6- February 5, 2027

Priority Standards: I.A.1.; I.B.1.a.; I.B.1.b.; I.C.1.; I.C.7.; II.A.2.; II.B1; II.D.1; II.E.1; III.B.7; III.C.1; III.C.2; III.C.3; III.D.1; III.D.3; III. E.1; III.E.2; III.E.3; IV.A.1; IV.C.1; IV.C.2; IV.C.4; V.A.1; V.A.2; V.A.3; V.A.4; V.A.5; V.A.6; V.C.1; V.C.2; V.D.1; V.D.3; V.E.2; VI.A.1; VI.B.1; VI.C.1; VII.B.1; IX.A.1; IX.B.2; IX.B.3; X.A.1

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Content:

At the end of this unit, students will understand that: 1. People use transportation to travel from place to place. 2. Community helpers operate vehicles to benefit the community. 3. We travel in different ways for many reasons. 4. Vehicles travel on the ground, through the air, over the water, and in space. 5. Moving vehicles can be very dangerous, so we need to be careful and alert at all times.

At-Home Connection:

- Ask your child to identify different community helpers they see in your neighborhood, such as police officers, firefighters, bus drivers, crossing guards, mail carriers, or sanitation workers. Discuss how these helpers keep the community safe and running smoothly.
- While traveling in a car, bus, or other vehicle, talk with your child about transportation. Identify different types of vehicles such as buses, trains, taxis, trucks, emergency vehicles, and construction vehicles. Discuss the important jobs of the people who operate them.
- Review transportation safety rules with your child. Discuss the importance of wearing seat belts, staying seated on buses, using life jackets on boats, and practicing caution near roads, parking lots, and train tracks.
- Talk with your child about why it is important to follow directions from police officers, firefighters, crossing guards, and other community helpers. Discuss how following directions helps keep everyone safe.

Prekindergarten 4 Public Overview

Prekindergarten 4

3rd 9 Weeks

Assessments

Middle of the Year CIRCLE Progress Monitoring (January 13- February 10, 2027)

What are we learning?
How can I help at home?

Unit 6- Back Home in Texas: This unit will help preschoolers understand and appreciate the unique place in the world where they currently live, right here in Texas. Through active play, literature, music, and multimedia experiences, children will grow their knowledge of what it is like to live in Texas. Students will explore landforms, regions, the Texas flag, and symbols that are unique to our state. Children will become familiar with farm life, animals, and Rodeo life through interactive play. Children will begin to connect how locally sourced food comes from and the different aspects of a working farm. The unit provides many opportunities for children to discuss the diverse cultures and different careers, industries, and opportunities for people who live and work in Texas.

Essential Questions:

Students will continually ponder such questions as....

- Where is Fort Bend County, Texas?
- What makes the Houston area, and the state of Texas, so unique?
- What kinds of jobs do adults in the Houston area have, and how does that work help us?

Timeline: February 8- March 19, 2027

Priority Standards: I.A.1.; I.B.1.a.; I.B.1.b.; I.C.1.; I.C.7.; II.A.2.; II.B1; II.D.1; II.E.1; III.B.7; III.C.1; III.C.2; III.C.3; III.D.1; III.D.3; III. E.1; III.E.2; III.E.3; IV.A.1; IV.C.1; IV.C.2; IV.C.4; V.A.1; V.A.2; V.A.3; V.A.4; V.A.5; V.A.6; V.C.1; V.C.2; V.D.1; V.E.2; VI.A.1; VI.B.1; VI.C.1; VII.A.3; VII.C.1; VII.D.1; IX.A.1; IX.B.2; IX.B.3; X.A.1; X.A.2

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Content:

At the end of this unit, students will understand that: 1. We live in a big state called Texas which is part of the United States of America. 2. We live in Ft Bend County, which is near a big city called Houston. 3. Texas has many different regions and landforms including big cities, prairies, plains and piney woods. 4. Houston is home to a world famous rodeo and the Johnson Space Center, where astronauts study space and space travel. 5. Our food comes from Texas ranches, farms and plantations, and eventually gets to the markets where we buy it. In addition to farming and ranching, there are many other kinds of work that people in Texas do.

At-Home Connection:

- Talk with your child about what makes your community and Texas special. Discuss local landmarks, traditions, parks, or events that your family enjoys together.
- Read books or watch age-appropriate videos about Texas, its people, and its natural resources. Discuss how Texans work together to make their communities strong and successful.
- Share stories about people in your community who contribute through their work, such as teachers, firefighters, police officers, healthcare workers, or business owners. Discuss how their efforts help others.

Prekindergarten 4 Public Overview

Prekindergarten 4

4th 9 Weeks

Assessments

End of the Year CIRCLE Progress Monitoring (April 7- May 5, 2027)

What are we learning?
How can I help at home?

Unit 7- It's Alive: Watch it Grow!: This unit will help children understand the connection between themselves and the world around them. Students will learn that, even though humans are one type of living being, we have shared experiences and basic needs that tie us together with plants and other animals. They will learn that living things need food, water, and a safe place to live and grow, and they will study life cycles of plants and animals. Building on Unit 6 which focused on the unique animals, plants, habitats, and geography here in Texas, Unit 7 will help preschoolers shift from a personal (micro) view to a global (macro) view, nurturing their appreciation for all forms of life here on Planet Earth. They will also explore some of the things we can do to help the planet such as recycling and reducing pollution.

Essential Questions:

Students will continually ponder such questions as....

- How do we know something is alive?
- What do living organisms need to survive?
- What changes during the life cycle of a plant or animal?
- How do living things depend on one another to survive?
- What is the relationship between living things and their environments?

Timeline: March 22- April 21, 2027

Priority Standards: I.A.1.; I.B.1.a.; I.B.1.b.; I.C.1.; I.C.7.; II.A.2.; II.B1; II.D.1; II.E.1; III.B.7; III.C.1; III.C.2; III.C.3; III.D.1; III.D.3; III. E.1; III.E.2; III.E.3; IV.A.1; IV.C.1; IV.C.2; IV.C.4; V.A.1; V.A.2; V.A.3; V.A.4; V.A.5; V.A.6; V.C.1; V.C.2; V.D.1; V.E.2; VI.A.1; VI.C.1; VII.B.1; IX.A.1; IX.B.2; IX.B.3; X.A.1; X.A.2

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Content:

At the end of this unit, students will understand that: 1. Plants and animals are alive. 2. Living organisms need food, water, and a place to grow and be safe from enemies. 3. Living organisms grow and have life cycles. 4. We can help plants and animals by taking care of them. We can also take care of the water, air and land so all living things have a healthy place to grow.

At-Home Connection:

- Take a family walk outdoors and talk with your child about ways to care for our planet. Discuss simple actions such as recycling, turning off lights when not in use, conserving water, and picking up litter to help protect natural resources.
- Encourage your child to observe plants, insects, birds, or other animals in your neighborhood. Talk about what living things need to survive and how people can help protect them and their habitats.
- Involve your child in caring for a family pet, watering plants, or helping feed animals. Discuss how these responsibilities show kindness, compassion, and empathy towards living things.
- Read books together about nature, animals, environmental stewardship, and caring for others. After reading, discuss ways your family can show responsibility for protecting the Earth and helping living things thrive.

Prekindergarten 4 Public Overview

Prekindergarten 4

4th 9 Weeks

Assessments

End of the Year CIRCLE Progress Monitoring (April 7- May 5, 2027)

What are we learning?
How can I help at home?

Unit 8- Light, Shadows and Reflections: Building on the study of living things in the previous unit, this final unit in the school year will help preschoolers understand the importance of light for all living things. Children will learn that the sun gives us natural light and heat, and that people make artificial light and heat from other sources (lamps, flashlights, fire, etc.) when natural light isn't available. Through active play and exploration, children will examine light, shadows and reflections. The unit will help children understand how shadows are made when something blocks the light source, and how shadows and reflections change based on light source, time of the day and position of the object blocking the light. Most importantly, this unit will nurture children's curiosity about, and appreciation for, the world around them and refine their skills of observation, questioning, communication and data collection

Essential Questions:

Students will continually ponder such questions as....

- How do people and other living things use light and heat from the sun?
- What other sources of light can we use when there is no light from the sun, and why is this necessary?
- What are shadows and why do they change?
- What is a reflection, and how is it different from a shadow?

Timeline: April 22- May 21, 2027

Priority Standards: I.A.1.; I.B.1.a.; I.B.1.b.; I.C.1.; I.C.7.; II.A.2.; II.B1; II.D.1; II.E.1; III.B.7; III.C.1; III.C.2; III.C.3; III.D.1; III.D.3; III. E.1; III.E.2; III.E.3; IV.A.1; IV.C.1; IV.C.2; IV.C.4; V.A.1; V.A.2; V.A.3; V.A.4; V.A.5; V.A.6; V.C.1; V.C.2; V.D.1; V.E.2; VI.A.1; VII.A.3; IX.A.1; IX.B.2; IX.B.3; X.A.1

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Content:

At the end of this unit, students will understand that: 1. People and other living things need heat and light from the sun. 2. We make artificial light when natural light from the sun isn't available. Batteries and electricity help us produce artificial light. 3. We see shadows when something blocks the light (indoors and outside). 4. We see reflections in mirrors, water, and other shiny surfaces. 5. Shadows and reflections look different depending on many things (i.e. time of day, distance from the light, surface, etc.)

At-Home Connection:

- Take a nature walk with your child in your neighborhood, local park, or backyard. Encourage your child to observe plants, animals, insects, clouds, and other natural features. Talk about what makes nature beautiful and why it is important to care for the environment.
- Explore different sources of light, heat, and electricity used in your home. Discuss how these resources help us in our daily lives and review important safety rules for using electrical appliances, lights, and other household items.
- Observe living things together, such as plants, pets, birds, or insects. Talk about what they need to survive, including food, water, air, and shelter, and discuss how living things depend on one another and their environment.