

PREKINDERGARTEN FIRST NINE WEEKS – LISD Curriculum Overview

All LISD Curriculum is written by LISD teachers under the guidance of LISD Curriculum Personnel.

All LISD PreK Curriculum is developed based on the TEA [Prekindergarten Guidelines](#).

UNITS: SCHOOL, FAMILIES and MY FRIENDS AND I

PRIMARY KEY CONCEPTS: TAKING CARE OF ME, SIMILARITIES & DIFFERENCES and GETTING ALONG

The majority of the skills introduced during the first nine weeks are practiced throughout the entire year.

SOCIAL/ EMOTIONAL	LANGUAGE/COMMUNICATION	READING/ WRITING
<ul style="list-style-type: none"> ● Respect personal boundaries ● Follow classroom rules and routines ● Take care of and manage classroom materials ● Regulate own behavior ● Pay attention to personally chosen or routine tasks until completed ● Focus on engaging group activities ● Imitate positive social behaviors modeled by the teacher ● Share roles and responsibilities as part of a classroom community ● Initiate problem-solving strategies and seek adult help when needed ● Become awareness of own competence & describe oneself positively ● Show reasonable opinion of own abilities and limitations ● Show initiative in independent situations and persist in attempting to solve problems ● Begin to understand difference and connection between feelings and behaviors ● Become increasingly aware of own feelings ● Become more able to control emotions ● Become more competent in initiating social interactions ● Increasingly interact with peers in play ● Demonstrate empathy and caring for others ● Begin to have meaningful friends 	<ul style="list-style-type: none"> ● Show understanding by responding appropriately ● Use language for different purposes ● Engage in conversation in appropriate ways ● Provide appropriate information for various situations ● Match language to situation ● Speak in a way that is understood by teachers and other adults, producing sounds more clearly ● Use an increasing variety of words to label and describe people, places, things and actions ● Show understanding of instructional words used in the classroom ● Increase listening vocabulary and begin to use more words ● Develop understanding and use of the language of instruction (for speakers of other languages) ● Use a growing speaking vocabulary, adding words daily 	<ul style="list-style-type: none"> ● Take part in reading-related activities ● Use books and other written materials to engage in pre-reading behaviors ● Ask to be read to or ask the meaning of written text ● Separate a four-word sentence into individual words ● Ask and answer appropriate questions about a book ● Recognize labels, signs and other print in the environment ● Understand that a book has a title and an author ● Intentionally uses scribbles/writing to communicate meaning ● Understand some basic print conventions (words, spaces, letters) ● Combine words to make compound words (orally) ● Combine syllables into words (orally) ● Begins to name uppercase and lowercase letters (at least 20 of each by end of the year) ● Begins to recognize letter sounds (20 sounds by end of the year) ● Begins to produce the correct sounds for letters (at least 10 by end of the year) ● Understand that letters are different than numbers ● Begin to write own name

MATH	SCIENCE/HEALTH/ SOCIAL STUDIES	FINE ARTS/PHYSICAL DEVELOPMENT/TECHNOLOGY
<ul style="list-style-type: none"> ● Rote counts (up to 30 by the end of the year for PreK 4) ● Begins to demonstrate that the order of the counting sequence is always the same ● Know that objects or parts of an object can be counted ● Count 1-10 items ● Understands the concept of zero ● Count up to 10 items, and begins to demonstrate that the last count indicates how many items were counted ● Begins to demonstrate that when counting, the items can be chosen in any order ● Collects data and organizes it in a graphic representation ● Names common shapes ● Child slides, flips and turns shapes to demonstrate that the shapes remain the same ● Describes, observes and investigates properties and characteristics of common objects ● Begins to use location words such as over, under, above, on, beside ● Begins to use words to describe the passing of time ● Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. 	<ul style="list-style-type: none"> ● Practice good habits of personal safety ● Practice good habits of personal health and hygiene ● Organize life around events, time and routines ● Identify flags of the United States and Texas ● Begins to learn to recite the Pledge of Allegiance to the United States flag and the state flag; observe a moment of silence ● Identify similarities and differences in characteristics of people ● Identifies similarities and differences in characteristics of families. ● Demonstrates that all people need food, clothing and shelter. ● Predicts what will happen based on previous experience. 	<ul style="list-style-type: none"> ● Use a variety of art materials to experience and explore ● Use art as a form of self-expression ● Participates in and responds to different musical styles through movement and play ● Gain increasing control of tasks that require small-muscle strength and control ● Gain increasing control of tasks that require eye-hand coordination ● Improve coordination and balance ● Coordinate sequence of movements ● Opens and uses digital learning applications and programs ● Practices safe behavior while using digital tools and resources