

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Pre-K 4

Subject: Literacy

Adoption Date: 1/19/17

Revision Date: 11/7/18

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>1. How can we create our names and the names of our classmates? (3 weeks).</p> <p>2. What are rhyming words and how can we identify them in stories? (6 weeks).</p> <p>3. Where do we see letters in our classroom and school? (6 weeks).</p>	<p>1. Why is it important to understand, recognize and remember letters? (6 weeks)</p> <p>2. What is a syllable and how can we identify syllables in words? (6 weeks)</p> <p>3. How can we analyze words to see if they rhyme? (5 weeks)</p> <p>4. How do readers make connections or determine differences and/or similarities among texts of the same topic? (3 weeks)</p>	<p>1. Why is it important to understand, recognize and remember letters? (6 weeks)</p> <p>2. What is the job of the author and illustrator? (4 weeks)</p> <p>3. How can we compare stories by the same author? (3 weeks)</p> <p>4. How can I apply my knowledge of syllables to count how many syllables are in a word? ( 3 weeks)</p>	<p>1. How can we apply our knowledge of letters and their sounds to help us read? (6 weeks)</p> <p>2. How can we recreate words we see in the classroom? (6 weeks)</p> <p>3. What is the difference between stories that are real or make believe? (2 weeks)</p> <p>4. How do we identify and remember the beginning sounds in words? (5 weeks)</p>
Instructional Materials	<p>Smartboard Teacher made games &amp; materials Foundations letter cards Rhyme away stories Magnet letters Rhyming books/stories</p>	<p>Smartboard Teacher made games &amp; materials Foundations letter cards Gingerbread books by various Authors Magnet letters</p>	<p>Smartboard Teacher made games &amp; materials Foundations letter cards Rhyme away stories Mo Willems books Magnet letters</p>	<p>Smartboard Teacher made games &amp; materials Foundations letter cards Magnet letters Daily calendar/morning message</p>

	<p>songs/fingerplays Clipboards Wikki stick Music CD/s &amp; alphabet carpet squares</p>	<p>Fundations Mighty Minutes Music CDs &amp; alphabet carpet</p>	<p>Wikki stick Felt letters</p>	<p>Fairytale stories/books Clip boards Write around the room papers Unifix cubes Fairy tale and nursery rhyme books</p>
<p>Activities</p>	<p>1.graph of letters in names -spell letters with magnets -make names with wikki stick -make letters from playdough 2. Read rhyming story books -rhyme away stories -teacher made rhyming memory -hunt through the room for matching rhyme cards 3. Circle letters on cereal boxes -identify letters on a walk through the hall -sort letters/numbers</p>	<p>1. Circle letters/words in daily/weekly poem/song on smartboard -identify familiar names/words in morning message -Fundations letter card drill 2. Clap syllables in names and favorite foods -jump in hula hoops- one jump for each syllable in a word 3. Rhyming monster teacher made game Rhyme away stories 4. Read different gingerbread man stories -read various gingerbread people stories and compare characters -venn diagram with hula hoops to compare stories</p>	<p>1. Fundations card drill -list/brainstorm words that begin with same letter -walk in hall and use camera to photo things that begin with the same letter 2. Read and discuss different stories by same author -examine illustrations in different books -make a class book where students are authors and illustrators 3. Read and discuss different stories by Mo Willems -visit the author's web site to examine more illustrations -class book research and character comparison 4. Tap syllables on table -draw tally marks for each syllable in a word -sort pictures by how many syllables</p>	<p>1.morning message - circle familiar words and letters -look at different stories to find letters/words 2. write around the room to copy words in the environment -ocean animal research copying words from different library books -nursery rhyme hunt- copying rhyming words from different familiar stories 3. Read, act out and compare different stories -measure feet using unifix cubes to see if Jack and the Beanstalk Giant could be real 4. Identify initial sounds in our names and in favorite foods -initial sound memory match game -using alliteration make up a class story</p>
<p>Standards</p>	<p>ELA.RF.PK.2.a ELA.RF.PK.3.a ELA.RF.PK.3.c ELA.RF.PK.1.b ELA.RF.PK.1.d</p>	<p>ELA.RF.PK.2.a ELA.RF.PK.2.b ELA.RF.PK.1.d ELA.PK.RL.PK.3 ELA.PK.RL.PK.9 ELA.PK.RI.PK.7</p>	<p>ELA.RF.PK.2.b ELA.RF.PK.1.d ELA.RF.PK.1.b ELA.PK.RI.PK.6 ELA.PK.RI.PK.7</p>	<p>ELA.RF.PK.2.c ELA.PK.W.PK.2 ELA.PK.W.PK.7 ELA.PK.RF.PK.4 ELA.PK.RL.PK.9 ELA.RF.PK.2.c</p>

<p>Accommodations and Modifications</p>	<p>English language learners: Use pictures and other visual aides to advance language acquisition.</p> <p>At Risk of School Failure: Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement. Implement classroom strategies to improve and maintain student focus (frequent breaks, preferential seating.</p> <p>Gifted and Talented Students: Provide more advanced practice. Allow reciprocal teaching (teacher helper, line leader, ect.)</p> <p>Students with 504 plans: Provide added teacher support, extra time and preferential seating.</p>	<p>English language learners: Use pictures and other visual aides to advance language acquisition.</p> <p>At Risk of School Failure: Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement. Implement classroom strategies to improve and maintain student focus (frequent breaks, preferential seating.</p> <p>Gifted and Talented Students: Provide more advanced practice. Allow reciprocal teaching (teacher helper, line leader, ect.)</p> <p>Students with 504 plans: Provide added teacher support, extra time and preferential seating.</p>	<p>English language learners: Use pictures and other visual aides to advance language acquisition.</p> <p>At Risk of School Failure: Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement. Implement classroom strategies to improve and maintain student focus (frequent breaks, preferential seating.</p> <p>Gifted and Talented Students: Provide more advanced practice. Allow reciprocal teaching (teacher helper, line leader, ect.)</p> <p>Students with 504 plans: Provide added teacher support, extra time and preferential seating.</p>	<p>English language learners: Use pictures and other visual aides to advance language acquisition.</p> <p>At Risk of School Failure: Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement. Implement classroom strategies to improve and maintain student focus (frequent breaks, preferential seating.</p> <p>Gifted and Talented Students: Provide more advanced practice. Allow reciprocal teaching (teacher helper, line leader, ect.)</p> <p>Students with 504 plans: Provide added teacher support, extra time and preferential seating.</p>
<p>Interdisciplinary Connections</p>	<p>-creating class names also develops social awareness/social skills          -graphing letters in names develops math skills -graph reading, counting, comparing          -use of playdough and wikki stick to make letters further develops fine motor skills</p>	<p>-group activities such as rhyme erase stories and group rhyming games builds social skills and cognitive skills such as the ability to attend, problem solving and memory and recall.          -hula hoop jumping games also develop gross motor skills</p>	<p>-syllable counting applies math concepts to a literacy lesson          -hall photo activity requires social skills such as cooperation and following directions</p>	<p>-write around the room develops fine motor skills          -ocean research teaches about different animals (science)          -acting out stories develops gross motor skills, cooperation, and turn taking          -Jack and The Beanstalk activity develops math/measurement skills</p>
<p>Assessments</p>	<p><b>Formative assessments</b>          teacher observation  <b>Summative assessments</b>          GOLD Standards</p>	<p><b>Formative assessments</b>          teacher observation  <b>Summative assessments</b>          GOLD Standards</p>	<p><b>Formative assessments</b>          teacher observation  <b>Summative assessments</b>          GOLD Standards</p>	<p><b>Formative assessments</b>          teacher observation  <b>Summative assessments</b>          GOLD Standards</p>

21st Century Themes and Skills	<b>CRP1</b> <b>CRP4</b>	<b>CRP1</b> <b>CRP4</b>	<b>CRP1</b> <b>CRP4</b>	<b>CRP1</b> <b>CRP4</b>
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