Course Title: Language Arts Pre-School

Subject: Language Arts Literacy

Grade Level: Pre-Kindergarten

Duration: 1 year

Prerequisite: None

Elective or Required: Required

Language Arts Literacy Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

The Language Arts program for Pre-Kindergarten will provide exposure to high quality children’s literature while also providing opportunities for students to improve their listening, speaking, reading and writing skills. Students will have the opportunity each day to experience a variety of developmentally appropriate literacy and language activities. Some of these activities will include reading and listening to stories, show and tell, computer games, puppet shows and writing center projects. Lessons and activities will take place during small group centers as well as large group meeting circles in a classroom environment that is rich with print and language.

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Pre-School Language Arts

Unit 1: Who We Are

Approximate # Of Weeks: For Each Unit 4 weeks

Essential Questions:
- How can we keep safe?
- How can we stay healthy?
- What are the letters in the alphabet?
- What is a rhyme?

Upon completion of this unit students will be able to:

Discuss ways to keep safe and healthy. (SL.PK.6)
Sing and recognize the letters in the “Alphabet Song” (RF.PK.1,d)
Recognize environmental print. (RF.PK.3c)
Chant and perform a rhyme (RF.PK.2,a)
Begin to retell a book (RL.PK.3)

Interdisciplinary Standards (njcccs.org)
8.1 –Computer and Information Literacy
Students will be able to use computer websites to review alphabet letters and play reading games.

Activities –
- Listen to alphabet books
- Playing Pre-Kindergarten language games on computer websites
- Identifying letters and writing letters on the I-Rover smartboard.
- Singing alphabet songs
- Draw pictures of themselves
- Sort objects by color
- Discuss classroom safety rules
- Practice writing letters on mini chalkboards.
- Make letters with play dough and dot markers.
- Form letters on the I-Rover smartboard.

Enrichment Activities:
- Draw a picture of and label family members
- Make an alphabet book

Methods of Assessments/Evaluation:
- Independent work
Puppetry
Visual interpretation
Smartboard lessons
Alphabet board games (letter bingo)
Observation

Resources:
Little Treasures, Reading and Language Arts program, Macmillan/MacGraw-Hill, 2007
Little Treasures Literacy and Language Arts flip chart
ABC I Like Me by Nancy Carlson
Eyes, Nose, Fingers and Toes by Judy Hindley
Weekly Reader for Pre-K
When I Get Bigger by Mercer Mayer

Online Resources:
Teacher webpage
www.starfall.com
scholastic.com (weekly reader/let’s find out)
Google Apps for Education (GAfE)
Unit 2: Making Friends

Approximate # Of Weeks: 4 weeks

Essential Questions:

How can we keep safe on the playground?
How many syllables can we clap out in our name?
What makes a good friend?
What are some of our classroom rules?

Upon completion of this unit students will be able to:

Discuss playground safety rules. (SL.PK.1.a)
Identify initial letter sounds. (RF.PK.3,a)
Retell events in a folk tale. (RL.PK. 2)
Clap syllables in one’s name. (RF.PK.2,b)
Learn new vocabulary (RL.PK.4)
Discuss what a friend means. (SL.PK.4)

Interdisciplinary Standards (njcccs.org)

6.3 Active Citizenship in the 21st Century

Students will learn about other cultures through stories, songs and parent volunteer visits.

Activities

Play alphabet computer games with a friend.
Listen to a folktale.
Retell a story by putting on a puppet show.
Paint an easel picture with a friend.
Listen to stories about friendship.

Writing Assignments:

Paint letters on the easel,
Make letters using shaving cream
Make letters and illustrations in journal

Enrichment Activities:

Print words in journal.
Methods of Assessments/Evaluation:
- Observation (Teacher/Small/Whole Group)
- Journals
- Center activities
- Puppetry
- Circle time discussions

Resources:
- Little Treasures, Language Arts Program
- Little Treasure Literacy and Language flip chart
- The Big Book of Nursery Rhymes and Songs.
- Friends All Around by M. Ford
- ABC For You and Me by Meg Girnis
- Wemberly Worried by Kevin Henkes
- Mousekin Finds a Friend by Edna Miller

Online Resources:
- Teacher webpage
  www.sheppardsoftware.com
- Scholastic.com (weekly reader/let’s find out)
- Google Apps for Education (GAfE)
Unit 3: Families

Approximate # Of Weeks: 4 weeks

Essential Questions:

- How does your family celebrate the holidays?
- How do other cultures celebrate the holidays?
- What are the different types of feelings?
- How can you be helpful in your family?

Upon completion of this unit students will be able to:

- Discuss what families do together and how they help each other. (SL.PK.6)
- Recognize and use words to express feelings. (SL.PK.6)
- Identify rhyming words in a poem: “The Family” (RF.PK.2, a)
- Listen to stories about how families celebrate various holidays. (RI.PK.10)
- Draw pictures and write names of family members. (W.PK.2)
- Learn new vocabulary. (RL.PK.4)

Interdisciplinary Standards (njcccs.org)

6.3 Active Citizenship in the 21st Century

Students will listen to books and poems about how different cultures celebrate the holidays.
Students will play instruments and sing songs from other cultures.

Activities –

- Sings songs and play instruments
- Draw and label family pictures.
- Make a family graph.
- Invite a parent in the class to read a book and discuss how they celebrate their family holidays.
- Listen to books about family life in other cultures.
- Write words in journals.
- Use play dough to form letters and words.
- Write words on the I-Rover smartboard.

Enrichment Activities:

Students can illustrate and write the names of all their family members.
Students can begin to write some new words from other cultures.

**Methods of Assessments/Evaluation:**
- Observation
- Journals
- Circle Time Discussions.
- Visual Interpretation (painting)

**Resources:**
- Little Treasures Language Arts Program
- Little Treasures Literacy and Language flip chart
- Uno. Dos, Tres, One, Two, Three by Pat Mora
- Bee-bim Bop! By Ho Lee
- Flora’s Blanket by Debi Gliori
- Round is a Mooncake by Roseanne Thong
- The World Turns Round and Round by Nicki Weiss
- The Runaway Bunny by Margaret Wise Brown
- Are You My Mother? By P.D. Eastman
- The Kissing Hand by Audrey Penn
- Weekly Reader Pre-K

**Online Resources:**
- Teacher webpage
  - [www.starfall.com](http://www.starfall.com)
- Scholastic.com (weekly reader/let’s find out)
- Google Apps for Education (GAfE)
Unit 4: Food

Approximate # Of Weeks: 3 weeks

Essential Questions:
- How does food change when you cook it?
- When is it good to wash hands?
- What foods are healthy?
- Where do we get fruits and vegetables from?

Upon completion of this unit students will be able to:

- Listen to a rhyme and clap out syllables. (RF.PK.2,b)
- Use oral language cards to identify kitchen words. (RI.PK.4)
- Learn new vocabulary. (RI.PK.4)
- Retell story events. (RL.PK.2)
- Learn the difference between the author and illustrator when reading a book. (RL.PK.6)
- Follow a recipe as a group activity. (L.PK.1,g)

Interdisciplinary Standards (njcccs.org)
8.1 Computer and Information Literacy
Students will be able to use websites to play food-related games and build vocabulary.

Activities –
- Make a class recipe
- Have a pretend restaurant in housekeeping center
- Sing songs about food
- Draw pictures of favorite foods
- Parent or guest speakers visit to share foods from different cultures
- Make and write a simple recipe.
- Use magnetic letters on magnet board to spell food words.

Enrichment Activities:
- Make bread or muffins using a recipe
- Prepare a healthy class feast

Methods of Assessments/Evaluation:
- Center activities
- Circle Time Discussions
- Observation
Resources:
- Little Treasures
- Little Treasures Literacy and Language flip chart
- The Surprise Garden by Zoe Hall
- Pease –Porridge Hot (Nursery Rhyme)
- Feast For Ten by Cathryn Falwell
- Weekly Reader Pre-K
- Alphabet Snacks by Harriet Isecke

Online Resources:
- Teacher webpage
  - www.macmillanmh.com
  - www.myfoodappedia.com
- Scholastic.com (weekly reader/let’s find out)
- Google Apps for Education (GAfE)
Unit 5: Our Neighborhood

Approximate # Of Weeks: 4 weeks

Essential Questions:
- What is a neighborhood?
- How do police help us?
- How can we keep safe in our neighborhood?
- What are community helpers?

Upon completion of this unit students will be able to:

- Identify place names and signs. (RF.PK.3,c)
- Learn new vocabulary. (RL.PK.4)
- Participate in writing a story. (W.PK.1)
- Identify rhyming words. (RF.PK.2, a)
- Understand word spaces. (RF.PK.1,c)
- Develop oral vocabulary through dramatic play. (L.PK.6)

Interdisciplinary Standards (njcccs.org)

6.3 Active Citizenship in the 21st Century
- Students will become more aware of community helpers in their neighborhood.

Activities –
- Community helper match card games
- A visit from the local police or fire department
- Role playing activities
- Listen to books about community helpers
- Dress up as community helpers during center time
- Community helper puzzles
- Spell community helper words with magnetic letters.
- Write words using chalk table
- Write words on I-Rover smartboard.

Enrichment Activities:

- Students can write a thank you note to the police or fire fighter visitor.
- Visit a local police or fire station

Methods of Assessments/Evaluation:
- Observation
Circle Time Discussions

Resources:
Little Treasures Language Arts Program
Little Treasures Literacy and Language flip chart
Kimberly Maddox by Kimberly Weinberger
Bear About Town by Stella Blackstone
City Mouse and Country Mouse (Little Treasures Read Aloud Anthology Book)
Literacy and Language Flip Chart
Weekly Reader Pre-K

Online Resources:
Teacher webpage
www.pbskids.com
Scholastic.com (weekly reader/let’s find out)
Google Apps for Education (GAfE)
Unit 6: Transportation

Approximate # Of Weeks: 3 weeks

Essential Questions:

Have you ever been on an airplane?
Are there different types of boats?
How did you travel on vacation?
How can we keep safe when we travel?

Upon completion of this unit students will be able to:

Have class discussions on different ways to travel (SL.PK.6)
Learn new vocabulary (RL.PK.4)
Learn nursery rhymes. (RF.PK.2,a)
Identify rhyming words. (RF.PK.2,a)
Use retelling cards to retell beginning, middle and end of a story. (RL.PK.2)
Write travel words (L.PK.2c)
Listen to books about travel (RI.PK.10)

Interdisciplinary Standards (njcccs.org)

8.1 Computer and information Literacy
Students will be able to play computer games with transportation activities.

Activities –

Take a pretend train trip
Sorting activities using mini motors
Make easel pictures of various types of transportation
Make patterns with mini motors
Work on transportation puzzles
Sing songs about transportation.
Spell transportation words and make illustrations in journal.
Paint transportation words on the easel.

Enrichment Activities:

Extend pattern activities with mini motors
Write about a trip or vacation
Complete a one hundred piece transportation floor puzzle with a partner.

Methods of Assessments/Evaluation:
Center Activities
Observation
Journals

Resources: Text, Literature (RL), Informational (RI)
Little Treasures Language Arts Program
Little Treasures Literacy and Language flip chart
Boats by Byron Barton
The Big Book Of Nursery Rhymes and Songs
I Love Planes by Philemon Sturges
Clickety Clack by Rob and Amy Spencer
Freight Train by Donald Crews
The Little Engine That Could by Watty Piper.
Engine, Engine Number Nine by Stephanie Calmenson
Weekly Reader Pre-K

Online Resources:
Teacher webpage
www.starfall.com
Scholastic.com (weekly reader/let’s find out)
Google Apps for Education (GAfE)
Unit 7 Animals Around Us

Approximate # of weeks: 4 weeks

Essential Questions:
How can we take good care of our pets?
How does an animal grow?
How can we play safely with pets?
What are the names of baby animals?

Upon completion of this unit students will be able to:

- Have class discussion on how to care for pet and farm animals. (SL.PK.6)
- Discuss their feelings about pets. (SL.PK.1,b)
- Learn new vocabulary. (RI.PK.4)
- Listen to and discuss a story. (RI.PK.1)
- Speak in longer sentences. (L.PK.1,f))
- Develop oral vocabulary though dramatic play. (SL.PK.6)
- Create rhyme pictures. (RF.PK.2,a)
- Match letter sounds. (RF.PK.3,a)

Interdisciplinary Standards (njcccs.org)
8.1 Computer and information Literacy
- Students will be able to learn more about animals through computer games
- Students will be able to match letters with sounds using the smartboard I-Rover.

Activities –
- Sing songs about farm animals.
- Listen to books about farm animals
- Listen to books about pets
- Observe an animal in the classroom
- Play animal board and computer match games
- Make a farm with blocks and plastic animals
- Use farm animal puppets
- Use animal picture cards to learn baby animal names.
- Listen to animal poems and rhymes.
- Work on farm animal puzzles.
- Draw and label pet pictures
- Make a farm animal book
Illustrate favorite pet or farm animal in journal.

**Enrichment Activities:**
Write a short story about a pet

**Methods of Assessments/Evaluation:**
Journals
Visual Interpretation
Puppetry
Observation

**Resources:**
Little Treasures Language Arts Program
Little Treasures Literacy and Language flip chart
Moo Moo, Brown Cow by Jakki Wood
Clifford The Small Red Puppy by Norman Bridwell
Farms ABC (An alphabet book)
Click, Clack, Quackity-Quack by Doreen Cronin
Weekly Reader Pre-K

**Online Resources:**
Teacher webpage
www.nationalgeographic.com/kids/
Scholastic.com (weekly reader/let’s find out)
Google Apps for Education (GAfE)
Unit 8: Nature

Approximate # Of Weeks: 4 weeks

Essential Questions:
- What are the four seasons?
- What are the differences between living and nonliving things?
- What are appropriate things to wear in the winter?
- What are the parts of a plant?
- What does a plant need to grow?

Upon completion of this unit students will be able to:
- Have class discussions on how weather affects people, plants and animals. (SL.PK.3)
- Discuss the differences between living and nonliving things. (SL.PK.3)
- Discuss ways to dress safely in different types of weather. (SL.PK.6)
- Match letters and sounds. (RF.PK.3,a)
- Learn new vocabulary and identify nature words. (RL.PK.4)
- Illustrate plant growth and write words in a plant journal. (L.PK.2,c)

Interdisciplinary Standards (njcccs.org)

8.1 Computer and information Literacy

Students will be able to use science websites to learn more about plants and weather

Activities –
- Record the growth of a plant with a journal.
- Grow a plant in the classroom.
- Listen to books about plants.
- Plant seeds in learning garden.
- Four seasons sorting game
- Sing songs about the weather and the seasons.
- Listen to books about the weather and seasons.
- Make a class weather graph on class smartboard – I-Rover.
- Science website activities.
- Complete a Four Seasons floor puzzle.
- Work on weather puzzles at centers.
- Write nature words at writing center

Enrichment Activities:
Students can write a message to a family member about what they learned about plants.

Methods of Assessments/Evaluation:
Observation
Journals
Hands-On experiments

Resources:
Little Treasures Language Arts Program
Little Treasures Literacy and Language flip chart
What Makes the Seasons? By Megan Cash
Growing Like Me by Anne Rockwell
Spring Is Here by Tara Gomi
The Tiny Seed by Eric Carle
Planting a Rainbow by Lois Ehlert
Thundercake by Patricia Polacco
Chaucer’s First Winter by Stephen Krensky
Weekly Reader Pre-K

Online Resources:
Teacher webpage
www.nationalgeographic.com/kids
Scholastic.com (weekly reader/let’s find out)
Google Apps for Education (GAfE)
Unit 9: Animals in the Wild

Approximate # Of Weeks: 3 weeks

Essential Questions:
- Where do certain wild animals live?
- What can you find at the zoo?
- How can I write a zoo or wild animal name?
- What are some rhyming words?
- What are the names of baby wild animals?
- How can we keep the environment safe for the animals?

Upon completion of this unit students will be able to:
- Discuss various wild animals and their habitats through a story. (RI.PK.2)
- Develop rich vocabulary. (RL.PK.4)
- Retell a story while looking closely at pictures. (RL.PK.2, RL.PK.7)
- Discuss recycling and other ways to help the environment. (SL.PK.1,b)
- Identify rhyming words. (RF.PK.2,a)
- Review letter sounds. (RF.PK.3,a)

Interdisciplinary Standards (njcccs.org)
- 8.1 Computer and Information Literacy
  Students will be able to learn animal facts through science/language arts websites

Activities –
- Science websites
- Complete zoo puzzles with a partner.
- Sort zoo animals.
- Listen to books about wild animals at the listening center
- Paint pictures of zoo animals at the easel.
- Make a zoo animal book and write animal names.
- Make a pretend zoo with wooden blocks and zoo animals
- Make zoo creatures out of clay
- Put on a puppet show with wild animal puppets
- Sing songs about the zoo or wild animals
- A visit from a zoo for an in house class trip
**Enrichment Activities:**

Write a sentence about a zoo animal.

**Methods of Assessments/Evaluation:**

Journals
Puppetry
Visual Interpretation
Observation

**Resources:**

Little Treasures Language Arts Program
Little Treasures Literacy and Language Flip Chart
A Day At the Zoo by Christine Howes
National Geographic Kids First Big Book Of Animals by Catherine Hughes.
Zoo Day by John Brennan
Over In The Grasslands by Anna Wilson
Moving Day by Robert Kalan
The Lion and the Mouse A Classic Tale
Weekly Reader Pre-K

**Online Resources:**

Teacher webpage
www.nationalgeographic.com/kids/
www.sheppardsoftware.com
Scholastic.com (weekly reader/let’s find out)
Google Apps for Education (GAfE)
Unit 10: Health & Fitness

Approximate # Of Weeks: 4 weeks

Essential Questions:
- How can we keep healthy?
- What do doctors do for us?
- What is a nursery rhyme?
- What are the letters in the alphabet?

Upon completion of this unit students will be able to:
- Write their names. (L.PK.1,a)
- Identify alphabet letters and identify initial sounds. (RF.PK.3,a)
- Discuss ways to keep healthy. (SL.PK.6)
- Learn new vocabulary and high frequency words. (RL.PK.4)
- Discuss the importance of health care workers job. (SL., PK.6, RI.PK.2)
- Listen to poems. (RL.PK.5)
- Use words to communicate thoughts and feelings. (SL.PK.6)
- Understand the sequence of a book. (RL.PK.3)
- Retell a story using photo cards. (RI.PK.1)

Interdisciplinary Standards (njcccs.org)
8.1 Computer and information Literacy
Students will be able to view health websites to learn about healthy food choices.

Activities –
- Health care worker/dentist visit the classroom
- Listen to books about health and nutrition.
- Draw pictures of playing favorite sport
- Dance and stretch to music for exercise
- Use colored scarves to dance and stretch
- Play running games and stretch using the gym
- Use playground equipment during recess
- Make alphabet letters with play dough
- Spell words with magnetic letters
- Make a class alphabet book
- Make a healthy class fruit salad
- Make a class fruit and vegetable graph
Enrichment Activities:
Write exercise or sport words.

Methods of Assessments/Evaluation:
- Journals
- Visual Interpretation
- Center Activities
- Observation
- Circle Time Discussions

Resources:
- Little Treasures Language Arts Program
- Little Treasures Literacy and Language Flip chart
- From Head to Toe by Eric Carle
- The Tortoise and the Hare – A classic Tale
- Dr. Seuss’s ABC
- Jack, Be Nimble – Nursery Rhyme
- Weekly Reader Pre-K

Online Resources:
- Teacher webpage
- Scholastic.com website (weekly reader/let’s find out)
- Google Apps for Education (GAfE)