

Grade Pre-K

Module 0

“Ready to Learn”

Grade Pre-K: Module 0

During the first two weeks of school, teachers, families and students begin to create a sense of Community by focusing on each individual’s self-identity, their capacity to advocate for oneself, culture, values, and belief to create a democratic classroom where ALL can thrive and learn. Teachers do this by establishing routines, planning transitions, involving children in developing classroom rules and expectations for behaviors in various contexts, scaffolding interactions among children, and guiding individual and groups in the use of conflict resolution strategies, thus facilitating social competence. Teachers set the stage for the classroom environment by modeling organization and creating centers that are engaging and transition with themes across the year. At this time, activities are centered around easing the transition to school and separation from caregivers, introducing the children to the classroom, schedules, routines, rules, and expectations. Children continue to explore centers and engage in hands-on learning experiences. Teachers collaborate with families daily to promote and enhance each child’s social and cultural knowledge.

Big Ideas in Reading: Reading Literature - Readers discover new characters, ideas and information when listening to texts read aloud. Stories have a structure that includes ideas from the beginning, middle, and end. Illustrators use pictures to tell stories.

Why do you listen to a book read aloud?

How do you talk about a book?

How do stories go?

Big Ideas in Writing: Narratives Writing - We draw, tell and represent stories so that our readers learn about ourselves and ideas. Illustrators use pictures to help share a message with the reader.

How do stories go?

How do the pictures in a book help you understand the story?

Big Ideas in Thinking, Talking & Writing about Reading: Writing about Reading in Literature - Stories have a structure that includes ideas from the beginning, middle and end.

What is this story about?

What happened in this story?

What did you learn?

How can you show me what you learned?

Big Ideas in Mathematics: Math Learning Community – establish math learning norms, values, and expectations and make connections to social cultural talk expectations. Students will be introduced to math tools, math literature, counting principles, attributes of quantity, and the number zero.

Grade Pre-K

Module 1

“All About Me”

Grade Pre-K: Module 1

During weeks 3 – 6 of school, children begin to grasp a better sense of self and others. In this module children will learn about themselves. Children engage in a range of activities to support them in identification of various body parts while responding to positional language. Children compare their own abilities and skills as a baby to those they have now. In addition, children will engage in a range of activities involving their five senses to gain descriptive language and identify individual differences and preferences. Throughout, children will read books and discuss how people change across the life cycle. Children will make comparisons and identify how living things changed over time. The group will discuss how families care for their young as they teach their children how to care for themselves. Children will be exploring some of the following topics in science.

Science: *one domain for module duration*

- **Life Science:** Characteristics of Living Things.
- **Physical Science:** Properties of Materials and Matter
- **Technology:** Engineering Design: (Parts of Body as tools)

Books: Science Play, by Jill Frankel Hauser

Science is Simple, by Peggy Ashbrook

Websites: <http://prekinders.com/>

Experiences for Pre-K

- o <http://www.mos.org/>
 - o <http://www.pollardml.org/children>
 - o <http://www.discoverymuseums.org/>
 - o <http://www.museumsoflowell.org/>
- The Social Studies content is based on children’s experience with families, school, community, state and country. Further exploration will continue throughout the school year.

Social Studies: *one concept for module duration*

- **History and Geography:** Identify sequence: first, last, next
- **Civics and Government:** Rules and Responsibility
- **Economics:** Jobs, Buying and Selling

Books: Jobs around My Neighborhood by Gladys Rosa-Mendoza

Big Ideas in Mathematics: Students begin to understand how mathematics helps us better understand ourselves and analyze our world. Children begin to match and sort objects based on their attributes/characteristics (e.g., color, size, use). Along the way students are provided with multiple opportunities across the curriculum to notice as many as three objects and asked, “How many?” Touching one object at a time, they count to find the total, and match the count to a numeral.

- Know number names and the count sequence.
- Count to tell the number of objects.
- Sort objects and count the number of objects in each category.

How to Help at Home:

- Talk about your child’s day in school & stay in touch with her teacher.
- Have materials needed, paper, pencils...
- Set a good example by reading & writing yourself. Read with your child
- Have your child help with household chores that require matching or sorting, such as matching socks in the laundry, organizing shoes, or collecting utensils for meals. As your child matches objects, ask questions like, “How do they match?”
- Play I Spy together to continue developing vocabulary around size, shape, color, & texture. For instance, seeing a banana, you might say, “I spy something yellow & smooth.”
- Identify & count parts of your body, noticing if there is a matching body part (1 ear, 2 ears) or just 1 body part (1 nose).
- Touch and count three objects together. At the grocery store, count, “1, 2, 3. We need 3 apples.”

Grade Pre-K

Module 2

“Family & Community”

Grade Pre-K: Module 2

During weeks 7-12 children will be engaged in learning about their local community. Through this unit children will learn that everyone has a responsibility for participating in and caring for others and their environment. In this unit children will identify natural resources and how people use and care for their environment. Children will discuss how people and animals respond to seasonal change. Students will explore seasonal change in their community as well as discuss cultural celebrations including harvest and Thanksgiving. Children will discuss how people care for their environment by recycling and reusing materials. Children and teachers will discuss the many ways people communicate to one another in words and print as part of daily experiences such as writing letters, ordering food, making shopping list, and giving directions as they learn about the many roles and responsibilities people in their community have to embrace to help on one another.

Big Ideas in Mathematics: Three objects are extended to up to five objects arranged in different ways where students continue to touch, count, and mark their starting point. Students learn to match their count to a numeral 1 – 5 and also start to notice patterns in the counting sequence. When counting forward, they see each number is 1 more: One. One more is 2. Two. One more is 3, and so on.

- Count to tell the number of objects.
- Sort objects and count the number of objects in each category.
- Understand that each successive number name refers to a quantity that is 1 larger.

How to Help at Home:

- Talk about your child’s day in school.
- Have materials needed, paper, pencils...
- Stay in touch with your child’s teachers.
- Set a good example by reading and writing yourself .
- Read with your child.
- Touch and count up to five objects together. At snack time, say, “1, 2, 3, 4, 5. You have 5 crackers.” Move the crackers into a line or a circle and count again.
- Buy or make a set of numerals 1–5 (paper, foam, or magnets work well). When getting dressed, ask, “Which number shows how many shoes you are wearing?”
- Point out and name numerals in everyday experiences. While riding an elevator, ask, “Which button has the number 4?”
- Sing songs that involve counting forward or back, such as “The Ants Go Marching,” “This Old Man,” “Five Little Ducks Went Out to Play,” or “Five Little Monkeys Jumping on the Bed.”



Pre-Kindergarten

Dear Parents and Guardians,

Welcome and congratulations as your child enters Pre-Kindergarten in the Lowell Public Schools. Our teachers, coaches and leaders have been working hard on curriculum teams to update your child's program to reach and exceed grade level expectations. The Lowell Public Schools offers standards-based instruction in all classrooms aligned to the Massachusetts Curriculum Frameworks. This brochure lays out the plans for the first marking period. Please take some time to read through this brochure with your child and if you have any questions, please contact your child's teacher. Thank you for your support and I wish your child a safe, productive, and enjoyable school year.

*Very truly yours,
Dr. Salah Khelifaoui
Superintendent of Schools*

In Prekindergarten, students will begin to explore an integrated curriculum. Curriculum modules focused on a central theme will provide children with opportunities to incorporate literacy, math, science, social studies, and social/emotional skills throughout their day. These modules will provide a multi-sensory, interactive approach to learning that is appropriate for each students' development stage.

In Literacy, pre-kindergarten students will begin the school year by establishing independent routines that support a literate life throughout the school year and at home. These routines include listening to texts read aloud, sharing their thinking and looking through books independently. Pre-kindergarten students will learn that print has meaning and pictures can tell a story. They will also learn that stories have a beginning, middle and end. Pre-kindergarten students are also building an awareness of all they can learn from texts about themselves, topics and the world around them. In learning centers, pre-kindergarten students will represent and reenact their learning through drawing, writing, talking and building. During interactive read aloud, students are encouraged to share their thinking in discussion by turning and talking with a partner, retelling and identifying learning.

In Science, pre-kindergarten students will begin to explore, observe and formulate questions about what they see around them. Opportunities to see, feel and play with a variety of materials will begin to develop the ability to sort materials and recognize the differences between them.

In Social Studies, pre-kindergarten students will begin to build history and social science based on family, school and community. They will listen to stories about people and places and begin to develop their own identity around their community.

In Mathematics, pre-kindergarten students will begin their journey of learning that mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding. Students need to understand mathematics deeply and use it effectively. Pre-Kindergarten mathematics is about (1) developing an understanding of whole numbers using concrete materials, including concepts of correspondence, counting, cardinality, and comparison; and (2) describing shapes in their environment. More learning time in Pre-Kindergarten is devoted to developing the concept of number than to other topics. Students enter Pre-Kindergarten and find a well-planned, sequential math program awaiting, one that is embedded with hands-on, playful, interactive, largely concrete experiences. Students are encouraged to use their math words to communicate their observations. The first step, done in Module 1, is to analyze, sort, classify, and count up to 5 with meaning. In Module 2, students practice their numbers up-to-five fluency as they encounter and engage with circles, rectangles, squares, and triangles in their environment.

Ways You Can Support Your Child's Learning

- Bring your child to the library to choose books that interest him/her
- Establish a regular time, everyday that you and your child can sit together and read a book...just 15 minutes.
- **Book Titles for Pre-Kindergarteners:**
I Like Myself by Karen Beaumont
Chicka Chicka Boom Boom by B. Martin, Jr. & J. Archambault
Five Trucks by Brian Floca
From Tadpole to Frog (Let's Read and Find-out) by Wendy Pfeffer
Glad Monster, Sad Monster by Ed Emberley
Growing Frogs by Vivien French
Here Are My Hands by
Hooray for Hat! by Brian Won
I Love School! by P. Sturges & S. Halpern
If You Take a Mouse To School by L. Numeroff & F. Bond
Just One More by Jennifer Hansen Rolli
Llama Llama Misses Mama by Anna Dewdney
Let's Count by Tana Tobin
My Five Senses by Aliki
1-2-3 Peas by Keith Baker
Pete the Cat and His Four Groovy Buttons by Eric Litwin
Pete the Cat: Twinkle, Twinkle, Little Star by Eric Litwin
Sorting by H. Pluckrose
The Kissing Hand by A. Penn & R. Harper
The Listening Walk by Aliki

HELP YOUR CHILD DEVELOP PROBLEM SOLVING SKILLS STANDARDS FOR MATHEMATICAL PRACTICE IN STUDENT FRIENDLY LANGUAGE

1. I keep trying until I understand and can solve a math problem.
2. I can think about the math problem in my head, first.
3. I can explain how I solved a problem and why my thinking makes sense. I can listen to other students' strategies and decide if their thinking makes sense, too.
4. I can show my thinking using objects, drawings, tables, numbers, and symbols to solve the problem...
5. I can choose the best tool to solve a problem.
6. I can show my thinking clearly and completely.
7. I can find and use patterns and relationships I already know in math to help me solve a problem.
8. I can use strategies that I have used before to solve a new math problem.

The standards of mathematical practice describe ways in which students increasingly engage with the subject matter as they grow in mathematical maturity and expertise through the elementary, middle, and high school years.