Prekindergarten Handbook

2020-21 Academic School Year
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Revised September 2020
Vision:

Spring ISD prekindergarten provides nurturing, child-centered environments and high-quality educational programs that value and respect the needs, languages, and cultures of all students, families, staff, and community to ensure all children an equitable start to being college, career, and life ready.

In support of this vision, we believe:

- Every child develops (social-emotional, cognitive, language, and physical development) at an individual rate, possesses unique characteristics, and uses an array of talents and interests regardless of family background, culture, special need, experience, or ability.
- Ongoing authentic assessment through collecting and interpreting data is fundamental to understanding a child’s development and learning.
- The quality of the teacher-child relationship supports social-emotional development and has potential to exert a positive or negative influence on children’s ability to succeed.
- Effective instruction provides children with developmentally appropriate settings, materials, experiences, and social support.
- Effective early literacy instruction encourages oral language and early forms of reading and writing.
- Meaningful family engagement in children’s early development and learning supports school readiness and later academic success.

These components are critical in achieving our Vision:

- Knowledgeable, nurturing, and culturally competent staff who are supported through continual professional learning.
- Intentionally designed classroom and outdoor environments.
- Teacher support in guiding and facilitating cognitive, social emotional, language, and physical development through purposeful play.
- Child-initiated exploration and discovery to develop critical thinking, problem-solving, persistence, and a growth mindset.
- Collaboration between families, teachers, schools, and community.
Qualifying for Prekindergarten

To be eligible for enrollment in a prekindergarten class, a child must be four years of age as of September 1 of the current school year and meet at least one of the following eligibility requirements:

- Is unable to speak and comprehend the English language; or
- Is educationally disadvantaged (which means a student is eligible to participate in the national free or reduced-price lunch program; or
- Is homeless; or
- Is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or
- Is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
- Is or ever has been in the conservatorship of the Department of Family and Protective Services (foster care) following an adversary hearing; or
- Is the child of a person eligible for the Star of Texas Award as: a peace officer; a firefighter; or an emergency medical first responder.

Attendance in Prekindergarten

Prekindergarten is not mandatory. However, upon enrollment in prekindergarten, a child must attend school. All students are subject to compulsory school attendance rules while they are enrolled in school. If a child has not reached 6 years of age as of September 1 of the current school year, the child may be withdrawn from school without violating compulsory attendance rules.
Prekindergarten Programs in Spring ISD

Spring ISD currently serves eligible four-year olds at 25 elementary campuses. All campuses include full-day programs where bilingual and general education classes are offered. The dual language program and a partnership with AVANCE Head Start classes are offered at select campuses. Please see school listings below:

- Anderson Elementary
- Bammel Elementary
- Beneke Elementary
- Booker Elementary
- Burchett Elementary
- Clark Primary (Pre-K-1)
- Cooper Elementary
- Eickenroht Elementary
- Heritage Elementary
- Hirsch Elementary
- Hoyland Elementary
- Jenkins Elementary
- Lewis Elementary
- Link Elementary
- Major Elementary
- Marshall Elementary
- McNabb Elementary
- Meyer Elementary
- Northgate Crossing Elementary
- Ponderosa Elementary
- Reynolds Elementary
- Salyers Elementary
- Smith Elementary
- Thompson Elementary
- Winship Elementary

www.springisd.org
Suggestions for English Language Development
Bilingual Full-Day Prekindergarten Classroom

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
<th>Instructional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min.</td>
<td>Oral Language Development</td>
<td>Read Alouds with</td>
</tr>
<tr>
<td></td>
<td>Listening &amp; Speaking</td>
<td>✓ Open ended questioning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Think-Pair-Share</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Total Physical Response</td>
</tr>
<tr>
<td>15 min.</td>
<td>Oral Language Development—Integration of Disciplines</td>
<td>Content Connection</td>
</tr>
<tr>
<td></td>
<td>Listening &amp; Speaking</td>
<td>✓ An engaging lesson that connects the learning for the day to additional disciplines and domains—science, social studies, physical development, and fine arts.</td>
</tr>
<tr>
<td>15 min.</td>
<td>Oral Language Development</td>
<td>Listening Center</td>
</tr>
<tr>
<td></td>
<td>Listening &amp; Speaking</td>
<td>✓ Songs &amp; Rhymes Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Computer Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ iPad Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ TPR</td>
</tr>
</tbody>
</table>

Implementation Recommendations:

- Link English language development to your thematic units so students make the connection to prior knowledge and learning.
- Be consistent and follow a routine.
- English language development is a daily expectation for a minimum of 45 minutes.
Comprehensive Literacy Framework Prekindergarten

The Spring Independent School District Prekindergarten Program will provide a strong literacy foundation to prekindergarten students utilizing research-based best practices and meaningful learning experiences. Instructional activities will support students’ academic knowledge growth and social and emotional development. Thematic units incorporate domains from the Texas Prekindergarten Guidelines.

Play and language are important tools for prekindergarten students as they develop literacy skills. Opportunities for play and language are infused throughout the day to provide a chance for children to learn about their world and themselves. To establish a foundation and culture for learning, literacy instruction is based on the following Literacy Essentials led by teachers.

Essential Literacy Learning Experiences

1. Engage in oral language development and shared reading and writing opportunities during circle time
2. Introduce and model literacy skills and behaviors of good readers
3. Activate students’ prior knowledge and build background knowledge
4. Provide daily interactive read-alouds
5. Provide opportunities for children to respond to books
6. Have appropriate books for children to choose from the classroom library
7. Plan and deliver instruction that focuses on phonemic awareness, letters, and phonics
8. Provide opportunities for play throughout the day
9. Provide frequent chances for students to collaborate
10. Establish set routines that support children being interested and involved

Prekindergarten Literacy Expectations

- Learn and use new vocabulary words
- Use grammatically correct sentence structure
- Recognize and use letter sounds
- Identify uppercase and lowercase letters
- Learn about combining syllables into words
- Identify and produce rhymes
- Learn about onset and rime
- Blend phonemes to make words
- Retell stories
- Answer questions about stories
- Write own first name
- Label pictures with words
- Write letters or symbols to tell a story
Description of Prekindergarten Literacy Block

All prekindergarten teachers follow a research-based curriculum and the district designed scope and sequence to support literacy development and basic school readiness skills. Children learn vocabulary explicitly through language building skills, questioning scaffolding instruction, having meaningful conversations with students, and providing opportunities for dramatic play. Activities for increasingly complex phonological awareness instruction are incorporated daily. Students are to develop print awareness and motivation to write through four techniques of writing, including Model Writing, Shared Writing, Interactive Writing and Independent Writing. Daily read-alouds develop vertically aligned comprehension skills.

ESL (English as a Second Language) instruction includes listening, speaking, reading, and writing at the student’s English language proficiency level. Second language learners develop acquisition on a continuum, with listening skills occurring first followed by speaking. Reading and writing develop last in the natural language sequence. Multi-cultural awareness is valued in instruction.

In Bilingual Prekindergarten classrooms, instruction in reading, language arts, math, and science occur in the student’s first language. Social Studies is taught daily in English.

Prekindergarten Literacy Classroom Non-Negotiables

- Greeting circle
- Brain Smart Start
- Morning message
- Classroom library
- Labeled centers: listening/library, ABC, writing, math, science, pretend and learn (dramatic play), technology, creativity (art)
- Students’ names are found in at least five places around the room
- Displayed work is representative of the current theme
- Journals
- Small group instruction area
Full Day Framework for Teaching and Development – Literacy throughout the Day

*[(Fountas & Pinnell Literacy Beginnings Pre-K Handbook) & (C.I.R.C.L.E. Preschool Early Language and Literacy Including Mathematics)]*

<table>
<thead>
<tr>
<th>Recommended Time Allotment</th>
<th>Required Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Meet and Greet at Threshold</td>
</tr>
<tr>
<td></td>
<td><strong>Greeting Circle – Breakfast in the classroom</strong></td>
</tr>
<tr>
<td></td>
<td>- Morning Message</td>
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<tr>
<td></td>
<td>- Shared Reading (Songs &amp; Poems)</td>
</tr>
<tr>
<td></td>
<td>- Oral Language Games</td>
</tr>
<tr>
<td></td>
<td>- Songs (Vocabulary &amp; Language)</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Moving and Learning</td>
</tr>
<tr>
<td></td>
<td><strong>Read-Aloud</strong></td>
</tr>
<tr>
<td></td>
<td>- Oral Language</td>
</tr>
<tr>
<td></td>
<td>- Print Concepts</td>
</tr>
<tr>
<td></td>
<td>- Comprehension</td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>Book Activity/Journals</strong></td>
</tr>
<tr>
<td>15 minutes</td>
<td>Moving and Learning</td>
</tr>
<tr>
<td>20 minutes</td>
<td><strong>Social Studies/Social Skills</strong></td>
</tr>
<tr>
<td>60 minutes</td>
<td><strong>Free Choice Learning Centers</strong></td>
</tr>
<tr>
<td></td>
<td>- All choices and materials connect directly to Pre-K.</td>
</tr>
<tr>
<td></td>
<td>- Teacher’s role is to extend language and thinking during this time.</td>
</tr>
<tr>
<td></td>
<td>- Targeted Small Group Instruction.</td>
</tr>
<tr>
<td></td>
<td>- Teacher pulls small groups based on children’s needs.</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Writing Time</td>
</tr>
<tr>
<td></td>
<td>- Modeled Writing/Shared Writing</td>
</tr>
<tr>
<td></td>
<td>- Independent Writing/Drawing</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Moving and Learning/Read-Aloud Time</td>
</tr>
<tr>
<td>25 minutes</td>
<td>Math-Whole Group, Small Group, and Learning Centers</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Science-Whole Group, Small Group, and Learning Centers</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Physical Activity/Outdoor Learning</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Lunch</td>
</tr>
<tr>
<td>50 minutes</td>
<td>Rest time</td>
</tr>
<tr>
<td></td>
<td>As children mature, rest time decreases to 30 minutes and instructional time increases.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Moving and Learning</td>
</tr>
<tr>
<td>20 minutes</td>
<td><strong>Literacy Circle</strong></td>
</tr>
<tr>
<td></td>
<td>Read-Aloud (Incorporate Math, Science, and Social Studies Themes)</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Clean Up</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Closing Circle/Reflection Time</td>
</tr>
</tbody>
</table>
### Framework Definitions

(Fountas & Pinnell Literacy Beginnings Pre-K Handbook) & (C.I.R.C.L.E. Preschool Early Language and Literacy Including Mathematics)

<table>
<thead>
<tr>
<th>Schedule Component</th>
<th>What is it?</th>
<th>Suggestions</th>
</tr>
</thead>
</table>
| **Meet and Greet** | ■ Getting ready  
■ Focusing on learning  
■ Preparing for the day  
■ Fostering belonging | ■ attendance  
■ journal/writing activities  
■ reading a book  
■ puzzles  
■ routine  
■ answering question of the day  
■ planning with manipulatives |
| **Greeting Circle** | ■ Morning message  
■ Shared reading (songs, poems, finger plays, nursery rhymes)  
■ Oral language games  
■ Phonological awareness activities  
■ Theme concepts  
■ Songs (vocabulary/language)  
■ Letter knowledge | ■ songs  
■ poems  
■ finger plays  
■ nursery rhymes  
■ events of the day  
■ letter wall activities  
■ introduce activities/materials for theme |
| **Moving and Learning** | ■ Planned and purposeful  
■ Cognitive connections  
■ Encourage movement | ■ beginning sound of words  
■ thematic vocabulary  
■ clapping syllables  
■ naming items  
■ describing items  
■ defining words  
■ word wall  
■ rhyming words  
■ identifying letters  
■ counting the words in sentences  
■ clapping or snapping a pattern  
■ giving the opposite of words  
■ same and different concepts |
| **Read-Aloud** | ■ Interactive reading with focus on  
  ○ Introductions  
  ○ Comprehension/Strategies  
  ○ Vocabulary Strategies  
■ Oral language  
■ Print concepts  
■ Comprehension | ■ using prior knowledge  
■ asking questions  
■ making predictions  
■ making connections  
■ comparing and contrasting  
■ making inferences  
■ read-aloud chart |
| **Book Activity/Journals** | ■ Respond to literature  
■ Drawing/Writing after book has been read  
■ Read-aloud and discuss | ■ dramatic activities  
■ creating art  
■ cooking project |
<table>
<thead>
<tr>
<th>Schedule Component</th>
<th>What is it?</th>
<th>Suggestions</th>
</tr>
</thead>
</table>
| Classroom Library  | - Access classroom library and story props  
- Access take home library | - listening center  
- magnetic story folder props  
- magnetic board  
- books  
- props/puppets |
| Transition         | - Transition activities  
- Provides cognitive mini-lessons  
- Keeps students on tasks | - music  
- singing/dancing  
- fingerplays |
| Literacy Circle    | - Language opportunities with teacher and peers  
- Intentional cognitive instruction of skill concepts  
- Meeting individual needs  
- Questioning strategies | - letter sorting & identification  
- patterns  
- rhyming games  
- matching games  
- read aloud  
- acting out a story  
- dividing words into parts  
- asking open-ended questions  
- labeling and describing  
- beginning/ending sounds  
- making predictions  
- making math stories  
- letter wall activities  
- journal writing  
- vocabulary games  
- making class books |
| Learning Centers   | - Construction of knowledge  
- Exploration and play  
- Hands-on activities  
- Promote independence and self-direction | - conversations between peers and teacher  
- open-ended questions  
- writing  
- letter identification and writing  
- counting  
- vocabulary  
- rhyming words  
- comparing  
- reading books, poems, and environmental print |
| (Free choice and structured) | | |
| Writing Time       | - Modeled writing/shared writing  
- Independent writing/drawing | - daily news  
- writer’s corner  
- share the pen  
- separating words into sentences  
- literature responses  
- experience charts  
- independent writing  
- journals  
- making class books |
<table>
<thead>
<tr>
<th>Schedule Component</th>
<th>What is it?</th>
<th>Suggestions</th>
</tr>
</thead>
</table>
| **Shared Reading** | - Read aloud of large text and predictable stories (predictable language, repeated phrases, rhymes, and rhythm)  
- Provide opportunities for children to chime in | - reading of various genre books  
- reread for different purposes  
- explicitly teach vocabulary  
- model comprehension strategies  
- act out stories |
| **Math** | - Numbers and operations  
- Geometry and spatial reasoning  
- Measurement comparisons  
- Algebraic reasoning and patterns  
- Displaying and analyzing data | - number sense activities  
- patterns  
- sorting  
- classifying  
- organizing  
- problem solving  
- reasoning |
| **Science/Social Studies** | - Language development  
- Vocabulary  
- Problem solving | - language building strategies (label, describe, explain, compare, link)  
- questioning  
- reading books  
- retelling stories  
- storytelling  
- songs & chants |
| **Content Connections** | - Links ideas and concepts specific to the lesson in meaningful instruction  
- Lessons have 2-3 learning goals to keep instruction targeted and intentional  
- Always end with a question to help children reflect on how they will use what they have learned | - fine arts  
- social studies  
- science  
- math  
- language  
- physical development |
| **Closing Circle** | - Daily reflection to solidify instruction  
- Children discuss new information and reflect on daily commitments made during the greeting circle  
- Provides opportunity for teacher to assess each child’s level of knowledge to prepare instruction for the following day |  |
Prekindergarten Learning Centers

Centers that focus on the practice of learning goals provide an intentional approach to instruction. They offer opportunities to individualize instruction, scaffold learning, encourage contextual use of language, and informally assess children’s progress. Teachers are able to capitalize on unexpected opportunities to enhance understanding by responding to children’s discoveries in a way that encourages the processing of new information. Centers provide a playful setting where children socially engage with both teacher and peers as they practice skills and reinforce new concepts.

Frog Street – FSPK 1999

Library Center

Library and Listening Center – provides a wealth of books for children to browse and affords them the opportunity to listen independently to a story and to turn the pages of a book as the story progresses. Typically, these books change weekly and generally tie to themes or concepts being taught. Materials include CD player, headphones, magnetic story folder props, magnetic board, and books.

Listening Center

ABC Center

The ABC Center encourages the naming and formation of uppercase and lowercase letters. Materials include magnetic letters, letter cards, Photo Pockets with Pocket Letters and Pocket Photos, play dough and chenille wires.

Pretend and Learn Center

The Pretend and Learn Center provides opportunities for children to act out different roles, such as those of a mother, father, police officer, or school worker. This center develops imagination and creativity and encourages children to practice social skills. It includes props such as dress-up clothing, puppets, mirrors, and kitchen furniture, to encourage children to play dramatically.
### Technology Center

In the Technology Center children become familiar with the computer and develop concepts that are related to literacy, math, and science. Materials include computers, interactive software, and headphones.

### Creativity Center

The Creativity Center offers opportunities for children to explore their creativity as well as develop fine motor control. Materials include easels, paints, crayons, markers, stencils, scissors, glue, paste, and collage materials. Three-dimensional activities offer opportunities for children to develop hand-eye coordination, spatial concepts, and creativity.

<table>
<thead>
<tr>
<th>Writing Center</th>
<th>Math Center</th>
</tr>
</thead>
</table>

### Writing Center

In the Writing Center children experiment with letters and writing materials. They may design a card or write a thank-you letter to a story character. Materials include Wikki Stix™, magnetic letters, writing tools (markers, colored pencils, crayons), and interesting paper or cardstock.

### Math Center

The Math Center encourages children to explore patterning, one-to-one correspondence, and counting activities. Materials include counters, pattern blocks, connecting cubes, attribute buttons, pocket cube with dot cards, and stencils.
Weekly theme centers are provided at the beginning of each week in the district unit guides. Children practice concepts and skills introduced in daily lessons.

In centers children:
- practice skills learned in whole-class and small-group instruction.
- learn independence, self-direction, and collaboration skills.
- work at their own level and pace as teachers provide appropriate scaffolding based on individual needs.
- learn to make decisions and choices.

Why We Have Centers:
- Children learn by doing.
- Learning centers allow for multiple techniques and methods of exploration. All children can succeed – different levels of ability and experience can be easily accommodated.
- Learning centers provide opportunities for children to make choices. Choices allow individuals to match personal goals with instructional goals. Children develop the ability to make their own decisions.
- Learning centers support the social nature of a young child’s world. Children interact with one another, learn from each other, and discuss their experiences.
- Cooperation and collaboration are practiced. Children develop and enrich their oral language and vocabulary development.
- Learning centers allow for differentiated instruction where teachers have the ability to match instruction to multiple intelligence profiles, learning styles, and developmental differences.
- Children apply what they have learned. They have the opportunity to demonstrate their understanding of the concepts, skills, and strategies learned in large and small groups.
- Learning centers support neurological timetables.

Frog Street – FSPK 1999
Resources/References


The Texas Education Agency (TEA) provides Prekindergarten Guidelines as a means to align prekindergarten programs with the Texas Essential Knowledge and Skills (TEKS). The Texas Prekindergarten Guidelines offer detailed descriptions of expected behaviors across multiple skill domains that should be observed in four- to five-year old children from the beginning to the end of their prekindergarten experience. These guidelines are organized into the following ten skills domains:

I. Social/Emotional                   II. Language & Communication
III. Emergent Reading                IV. Emergent Writing
V. Math                               VI. Science
VII. Social Studies                   VIII. Fine Arts
IX. Physical Development              X. Technology

Prekindergarten Curriculum

Prekindergarten uses a comprehensive, research-based curriculum that integrates instruction across developmental domains and early learning disciplines and is aligned to the Texas Prekindergarten Guidelines. It is intentionally designed to engage students in a joyful approach to learning with high-interest materials and activities and plenty of opportunities to laugh and play. Spring ISD prekindergarten curriculum includes thematic guides offering easy-to-follow lessons for whole group, small group, and center activities.

Conscious Discipline

Prekindergarten uses Conscious Discipline, a classroom management and social emotional program that helps teachers create a learning environment where children will feel safe and cared for. From this foundation of safety and caring, children will begin learning how to solve conflicts, manage their emotions, and take responsibility for their actions. Conscious Discipline will help children transition from home to school each day with a Brain Smart Start. Teachers will lead children through four daily activities to help them prepare their brains for optimal learning. The Brain Smart start includes activities for uniting, disengaging stress, connecting, and committing.

Literacy Beginnings: A Prekindergarten Handbook by Gay Su Pinnell and Irene Fountas

Literacy Beginnings is a resource each prekindergarten teacher has to help them engage students in early literacy learning. Detailed descriptions of language and literacy behaviors and understandings are outlined as well as practical strategies for teacher use in the prekindergarten classroom.
Progress Monitoring

Spring ISD monitors student progress using the Commissioner approved prekindergarten assessment instrument, CLI Engage Circle Progress Monitoring assessment. The Circle assessment is given three times a year, Wave 1 (Beginning of Year-BOY), Wave 2 (Middle of Year-MOY), and Wave 3 (End of Year-EOY). The Circle progress monitoring system is a tool that requires one-on-one assessment that enables a teacher to quickly measure a child’s progress in a particular skill area. Circle allows for reliable data collection that prompts teachers to build small group instruction to focus on lessons that target their students’ least developed skills.

Prekindergarten also has three reporting cycles for report cards that fall throughout the school year.
Spring ISD does not discriminate on the basis of race, religion, color, national origin, economic status, sex, or disability in providing education services, activities, and programs, including vocational programs in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section of the Rehabilitation Act of 1973, as amended.