



Pre-K Handbook

2019-20 Academic School Year



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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 at least 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 Pre-K

Pre-K is not mandatory. However, upon enrollment in Pre-K, 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.

Pre-K Programs in Spring ISD

Spring ISD currently serves eligible four year olds at 25 elementary campuses. Currently, seven schools offer full-day programs and 18 offer half-day programs where bilingual, general education, dual language (Clark Primary only), and a partnership with Avance Head Start (Lewis Elementary only) classes are offered. Please see school listings below:

Full-Day Pre-K Programs

- Anderson Elementary
- Bammel Elementary
- Clark Primary
- Eickenroht Elementary
- Heritage Elementary
- Lewis Elementary
- Link Elementary
- Smith Elementary
- Thompson Elementary

Half-Day Pre-K Programs

- Beneke Elementary
- Booker Elementary
- Burchett Elementary
- Cooper Elementary
- Hirsch Elementary
- Hoyland Elementary
- Jenkins Elementary
- Major Elementary
- Marshall Elementary
- McNabb Elementary
- Meyer Elementary
- Northgate Crossing Elementary
- Ponderosa Elementary
- Reynolds Elementary
- Salyers Elementary
- Winship Elementary

Suggestions for English Language Development

Bilingual Half-Day Pre-K Classroom

Time	Instructional Focus	Instructional Practice
15 min.	Oral Language Development Listening & Speaking	Read Alouds with <ul style="list-style-type: none"> ■ Open ended questioning ■ Think-Pair-Share ■ Total Physical Response
15 min.	Oral Language Development Listening & Speaking	Listening Center Songs & Rhymes Center Computer Center iPad Center TPR

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 30 minutes.

Comprehensive Literacy Framework Pre-K

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

Pre-K Literacy Expectations

- Learn and use new vocabulary words
- Use grammatically correct sentence structure
- Recognize and use letter sounds
- Identify upper and lower case letters
- Learn about combining syllables into words
- Identify and produce rhymes
- Learn about onset and rime letter sounds
- 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 the Frog Street curriculum and the district designed pacing calendar 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, Share 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.

Pre-K 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)

Recommended Time Allotment	Required Components
5 minutes	Meet and Greet at Threshold
20 minutes	Greeting Circle – Breakfast in the classroom <ul style="list-style-type: none"> ■ Morning Message ■ Shared Reading (Songs & Poems) ■ Oral Language Games ■ Songs (Vocabulary & Language)
10 minutes	Moving and Learning
20 minutes	Read-Aloud <ul style="list-style-type: none"> ■ Oral Language ■ Print Concepts ■ Comprehension
20 minutes	Book Activity/Journals
15 minutes	Moving and Learning
20 minutes	Social Studies/Social Skills
60 minutes	Free Choice Learning Centers <ul style="list-style-type: none"> ■ All choices and materials connect directly to Pre-K. ■ Teacher’s role is to extend language and thinking during this time. Targeted Small Group Instruction <ul style="list-style-type: none"> ■ Teacher pulls small groups based on children’s needs.
20 minutes	Writing Time <ul style="list-style-type: none"> ■ Modeled Writing/Shared Writing ■ Independent Writing/Drawing
15 minutes	Moving and Learning/Read-Aloud Time
25 minutes	Math-Whole Group, Small Group, and Learning Centers
20 minutes	Science-Whole Group, Small Group, and Learning Centers
30 minutes	Physical Activity/Outdoor Learning
30 minutes	Lunch
50 minutes	Rest time <ul style="list-style-type: none"> ■ As children mature, rest time decreases to 30 minutes and instructional time increases.
10 minutes	Moving and Learning
20 minutes	Literacy Circle <ul style="list-style-type: none"> ■ Read-Aloud (Incorporate Math, Science, and Social Studies Themes)
10 minutes	Clean Up
20 minutes	Closing Circle/Reflection Time

Half 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)

Recommended Time Allotment	Required Components
5 minutes	Meet and Greet at Threshold
20 minutes	Greeting Circle – Breakfast in the classroom <ul style="list-style-type: none"> ■ Morning Message ■ Shared Reading (Songs & Poems) ■ Oral Language Games ■ Songs (Vocabulary & Language)
10 minutes	Moving and Learning
15 minutes	Read-Aloud <ul style="list-style-type: none"> ■ Oral Language ■ Print Concepts ■ Comprehension
20 minutes	Book Activity/Journals
15 minutes	Social Studies/Social Skills
30 minutes	Free Choice Learning Centers <ul style="list-style-type: none"> ■ All choices and materials connect directly to Pre-K. ■ Teacher’s role is to extend language and thinking during this time. Targeted Small Group Instruction <ul style="list-style-type: none"> ■ Teacher pulls small groups based on children’s needs.
20 minutes	Writing Time <ul style="list-style-type: none"> ■ Modeled Writing/Shared Writing ■ Independent Writing/Drawing
20 minutes	Math/Science-Whole Group, Small Group, and Learning Centers
20 minutes	Physical Activity/Outdoor Learning
15 minutes	Moving and Learning/Read-Aloud Time
5 minutes	Clean Up
15 minutes	Closing Circle/Reflection Time

Framework Definitions

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

Schedule Component	What is it?	Suggestions
Meet and Greet	<ul style="list-style-type: none"> ■ Getting ready ■ Focusing on learning ■ Preparing for the day ■ Fostering belonging 	<ul style="list-style-type: none"> ■ attendance ■ journal/writing activities ■ reading a book ■ puzzles ■ routine ■ answering question of the day ■ planning with manipulatives
Greeting Circle	<ul style="list-style-type: none"> ■ Morning message ■ Shared reading (songs, poems, finger plays, nursery rhymes) ■ Oral language games ■ Phonological awareness activities ■ Theme concepts ■ Songs (vocabulary/language) ■ Letter knowledge 	<ul style="list-style-type: none"> ■ songs ■ poems ■ finger plays ■ nursey rhymes ■ events of the day ■ letter wall activities ■ introduce activities/materials for theme
Moving and Learning	<ul style="list-style-type: none"> ■ Planned and purposeful ■ Cognitive connections ■ Encourage movement 	<ul style="list-style-type: none"> ■ beginning sound of words ■ thematic items naming ■ 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	<ul style="list-style-type: none"> ■ Interactive reading with focus on <ul style="list-style-type: none"> ○ Introductions ○ Comprehension/Strategies ○ Vocabulary Strategies ■ Oral language ■ Print concepts ■ Comprehension 	<ul style="list-style-type: none"> ■ using prior knowledge ■ asking questions ■ making predictions ■ making connections ■ comparing and contrasting ■ making inferences ■ read-aloud chart

Schedule Component	What is it?	Suggestions
Book Activity/ Journals	<ul style="list-style-type: none"> ■ Respond to literature ■ Drawing/Writing after book has been read ■ Read-aloud and discuss 	<ul style="list-style-type: none"> ■ dramatic activities ■ creating art ■ cooking project
Classroom Library	<ul style="list-style-type: none"> ■ Access classroom library and story props ■ Access take home library 	<ul style="list-style-type: none"> ■ listening center ■ magnetic story folder props ■ magnetic board ■ books ■ props/puppets
Transition	<ul style="list-style-type: none"> ■ Transition activities ■ Provides cognitive mini-lessons ■ Keeps students on tasks 	<ul style="list-style-type: none"> ■ music ■ singing/dancing ■ fingerplays
Literacy Circle	<ul style="list-style-type: none"> ■ Language opportunities with teacher and peers ■ Intentional cognitive instruction of skill concepts ■ Meeting individual needs ■ Questioning strategies 	<ul style="list-style-type: none"> ■ 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 (Free choice and structured)	<ul style="list-style-type: none"> ■ Construction of knowledge ■ Exploration and play ■ Hands-on activities ■ Promote independence and self-direction 	<ul style="list-style-type: none"> ■ conversations between peers and teacher ■ open-ended questions ■ writing ■ letter identification and writing ■ counting ■ vocabulary ■ rhyming words ■ comparing

Schedule Component	What is it?	Suggestions
		<ul style="list-style-type: none"> ■ reading books, poems, and environmental print
Writing Time	<ul style="list-style-type: none"> ■ Modeled writing/shared writing ■ Independent writing/drawing 	<ul style="list-style-type: none"> ■ daily news ■ writer's corner ■ share the pen ■ separating words into sentences ■ literature responses ■ experience charts ■ independent writing ■ journals ■ making class books
Shared Reading (Incorporate Math, Science, and Social Studies Themes)	<ul style="list-style-type: none"> ■ Read aloud of large text and predictable stories (predictable language, repeated phrases, rhymes, and rhythm) ■ Provide opportunities for children to chime in 	<ul style="list-style-type: none"> ■ reading of various genre books ■ reread for different purposes ■ explicitly teach vocabulary ■ model comprehension strategies ■ act out stories
Math	<ul style="list-style-type: none"> ■ Numbers and operations ■ Geometry and spatial reasoning ■ Measurement comparisons ■ Algebraic reasoning and patterns ■ Displaying and analyzing data 	<ul style="list-style-type: none"> ■ number sense activities ■ patterns ■ sorting ■ classifying ■ organizing ■ problem solving ■ reasoning
Science/Social Studies	<ul style="list-style-type: none"> ■ Language development ■ Vocabulary ■ Problem solving 	<ul style="list-style-type: none"> ■ language building strategies (label, describe, explain, compare, link) ■ questioning ■ reading books ■ retelling stories ■ storytelling ■ songs & chants
Content Connections	<ul style="list-style-type: none"> ■ links ideas and concepts specific to the lesson in meaningful instruction ■ lessons have 2-3 learning goals to keep instruction targeted and intentional 	<ul style="list-style-type: none"> ■ fine arts ■ social studies ■ science ■ math ■ language

Schedule Component	What is it?	Suggestions
	<ul style="list-style-type: none"> ■ always end with a question to help children reflect on how they will use what they have learned 	<ul style="list-style-type: none"> ■ physical development
Closing Circle	<ul style="list-style-type: none"> ■ 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 Framework Full-Day Program

Daily Component	Audience	Time	Instructional Practice	Resources
<p>Greeting Circle</p> <p>Students will begin their day with a four-part research-based routine called Brain Smart Start in order to ease the transition from home to school and create an optimal learning state within both teacher and child.</p>	Whole Group	20 min.	<p>The four-part routine consists of the following activities:</p> <ul style="list-style-type: none"> • Unite—This is an opportunity for community building and developing a sense of belonging. • Disengage the Stress—These calming strategies involve deep breathing and stretching to help students access their calm and their brilliance. • Connect—These activities provide opportunities for children to interact with each other, which builds healthy friendships, increases attention span, and fosters cooperation. • Commit—Activities used are designed to help children make commitments for learning. The children make a commitment to be a responsible member of the class. The four commitments that children will work on throughout the year are: <ul style="list-style-type: none"> ○ Kind words ○ Helpful hands ○ Use a Big Voice (Assertive) ○ Listen to other's big voices. 	<p>Frog Street Welcome Book</p> <ul style="list-style-type: none"> • Frog Street Theme Guides • Creating the School Family book
<p>Morning Message</p> <p>The Morning Message provides a brief, explicitly-taught lesson to learn letter names and effectively associate these letters with spoken sounds. Additional practice is provided in the Literacy Circle and Learning Centers. The skills included in the</p>	Whole Group	<p>7-9 min.</p> <p>*during greeting circle</p>	<p>Teachers will follow the lesson as it is written to properly develop the following skills:</p> <ul style="list-style-type: none"> • Phonological Awareness: Children become aware of how sounds in words work. They identify and manipulate parts of spoken language—words, syllables, beginning sounds, rhymes, onset/rime, as well as individual phonemes. Children participate in reciting rhymes, chants, finger plays, clapping syllables, tapping words in sentences, and 	<ul style="list-style-type: none"> • Texas Pre-K Guidelines (II. Language and Communication, III. Emergent Reading, IV. Emergent Writing) • Instructional Strategy Cards

<p>Morning Message provide an intentional sequence of instruction in <i>phonological awareness, written expression,</i> and alphabet knowledge.</p>			<p>identifying words that begin with the same sound.</p> <ul style="list-style-type: none"> • Alphabet Knowledge: Children learn to recognize and name uppercase and lowercase letters and learn that each letter makes a unique sound. They participate in letter recognition activities and learn to reproduce letters as they practice identifying the differences in shapes and lines of letters. In Spring ISD, we do NOT practice Letter of the Week. This is an outdated practice. Research and best practices indicate that the optimal review cycle to remember a set of items should follow a distributed practice of 18-36 days. In the first month of school, the focus is on ALL of the letters of the alphabet, because to a child, the most important letters of the alphabet are the ones in his name. • Print Awareness: Pre-K children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. Fine motor skills may impact children's ability to write legibly; however, this should not limit their opportunities to write for meaning. Page 76 of the Texas Pre-K Guidelines provides the teachers with a chart that shows the Developmental Stages of Writing. 	<ul style="list-style-type: none"> • Compound Word Cards • Pocket Photo Cards • Letter Cards • Frog Street Interactive Software • Letter/Alphabet Wall (at students' eye level) • CIRCLE Activity Manual
<p>Moving and Learning After children participate in the whole-group Greeting Circle, it is time to get them up and moving. This short transition provides more than a change. Research states that music is a mood enhancer. Favorite</p>	<p>Whole Group/ Small Group</p>	<p>5-15 min.</p>	<p>Music and movement are encouraged throughout the day to help children in receiving more oxygen to the brain.</p> <p>Music and movement can be used during transition times for pulling children together as a group or to engage them during a waiting time.</p> <p>It is recommended that teachers also sing to their class and not just play songs from their music library, whether the teacher thinks that</p>	<ul style="list-style-type: none"> • Frog Street Music Library

<p>songs boost endorphins, and endorphins boost attention and memory.</p>			<p>s/he has a good voice or not. Children are encouraged to participate and tend to develop an appreciation for music.</p>	
<p>Read-Aloud</p> <p>The state of Texas requires a minimum of three read-aloud in a full-day program. Children practice oral language and develop comprehension skills.</p>	<p>Whole Group/ Small Group</p>	<p>15-25 min. each (45-60 min. total)</p>	<p><i>A before, during, and after</i> framework helps optimize read-aloud opportunities and maximize learning outcomes.</p> <p>However, care must be given to protect the integrity of the story. If too many strategies are implemented, the joy of the story line may be lost. Pre-K children have an attention span of 10-12 minutes. Once it is exhausted, learning is no longer fun.</p> <p>Before Reading — Prepare children to think about the story through an introduction.</p> <ul style="list-style-type: none"> • Encourage children to look at the book cover, describe what they see, and predict what the story is going to be about. • Discuss the role of the author and illustrator. • Introduce and discuss vocabulary. Which words need to be clarified for children so that the words don't get in the way of students' comprehension? Briefly discuss one or two words. • Activate prior knowledge and create a personal connection. <p>During Reading — Use strategies to strengthen children's understanding.</p> <ul style="list-style-type: none"> • Track print with finger or pointer (large print for group). • Involve children by asking questions, pausing, and reflecting when appropriate. • Create mental images as appropriate (consider sights, sounds, smells, tastes, 	<ul style="list-style-type: none"> • Instructional Strategy Cards for Read-Aloud, Comprehension, Vocabulary • Frog Street Theme Guides • CIRCLE Activity Manual

			<p>and physical sensations related to the story).</p> <ul style="list-style-type: none"> • Reinforce vocabulary. Research shows that clarification of words necessary for comprehension occurs during the reading at the point of use. • Use facial expressions and voice variations to add excitement to the story. • Pace the story to fit the type of book and include child participation. <p>After Reading — Give children an opportunity to discuss and extend the comprehension of the story.</p> <ul style="list-style-type: none"> • Discuss rich words that add interest to the story and words that would have long-term benefit for children. • Review the story plot and assist children in summarizing and making personal connections. • Ask questions, encouraging thought and reflection. • Extend story time with follow-up activities, such as using story maps, word webs, sequencing activities, role-play, or story retelling with props. 	
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<p>Book Activity/Journals</p> <p>Respond to literature by drawing/writing after a book has been read.</p> <p>Journals are a way of fostering the development of writing skills in Pre-K.</p> <p>With the updated Pre-K Guidelines, the Emergent Writing skills are more sophisticated and more rigorous.</p> <p>Students may share and discuss what they wrote in their journal.</p>	<p>Whole Group</p>	<p>20 min.</p>	<p>Tips for journal writing:</p> <ol style="list-style-type: none"> 1. Involve children in creating and decorating the journals. Make it fun and allow them to be creative so that their journal feels special and unique. 2. Use plain paper inside of the journals as opposed to lined paper. Children will have enough time to “write on the lines.” 3. Date each entry. Children can be given a choice to copy the date or to stamp the date. 4. Provide a regular time and place for writing. Make the special time happen at least three times a week. Pencils are not needed. Use other writing tools such as crayons or markers. 5. Encourage the children to use inventive spelling. IF they write a string of letters and words, ask them to “read” the words to you. Help children understand the power of writing and give them a PURPOSE for writing. 6. Provide time for children to share their journal with a friend or with you. 7. Make journal writing an enjoyable experience. 	<ul style="list-style-type: none"> • Texas Pre-K Guidelines (IV. Emergent Writing) • Frog Street
<p>Literacy Circle</p> <p>The Literacy Lesson focuses on 2-3 learning goals.</p> <p>A list of vocabulary words is provided in the lesson so instruction leads to receptive and expressive language of children.</p>	<p>Whole Group</p>	<p>20 min.</p>	<p>The Focus section prepares children to think about the upcoming activity, helps them connect to prior knowledge, and relates what they know to what’s ahead.</p> <p>The Develop section contains the heart of the lesson, introducing a concept, a skill, or new information. Children become engaged in the learning activity.</p> <p>The Literacy Lesson ends with Transition to Practice Activities to prompt the description of center/workstation activities.</p>	<ul style="list-style-type: none"> • Texas Pre-K Guidelines (II. Language and Communication, III. Emergent Reading) • Frog Street • Instructional Strategy Cards

Free Choice Learning Centers	Small Group—rotate every 15-20 min.	60 min.	<p>Centers/Workstations offer opportunities to individualize instruction, scaffold learning, encourage contextual use of language, and informally assess children's progress.</p> <p>In Centers, children:</p> <ul style="list-style-type: none"> • Practice skills learned in whole-group and small-group instruction. • Learn independence, self-direction, and collaboration skills. • Work on their own level and pace; teachers provide appropriate scaffolding based on individual needs. • Learn to make decisions and choices. 	<p>ABC Center: magnetic letters, letter cards, photo pockets with pocket letters, play dough, and chenille wires</p> <p>Language and Literacy Center: sequence cards, rebus posters, story folder props, rhyming cards</p> <p>Pretend and Learn Center: props such as dress-up clothing, puppets, mirrors, and kitchen furniture. This center can also be converted to match the theme.</p> <p>Library and Listening: This area should be the heart and soul of the classroom. Books should be changed monthly to support the theme.</p> <p>Construction Center: building blocks, assortment of animals, cars, trucks, Legos</p> <p>Math Center: counters, pattern blocks, connecting cubes, attribute buttons, pocket cube with dot cards, stencils</p> <p>Science Center: tools to investigate—magnifying glasses,</p>
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				<p>scales, magnets, prisms</p> <p>Creativity Station: easels, crayons, markers, stencils, scissors, glue, colored paper, water colors, play dough</p> <p>Writer's Corner: Wikki Stix, magnetic letters, writing tools such as markers, colored pencils, stamps, pencils, crayons, and interesting paper and cardstock</p> <p>Fine Motor Center: stringing beads, puzzles, small blocks, scissors, buttons, eyedroppers, tweezers</p> <p>Sensory Table: measuring and pouring equipment, material of different textures</p> <p>Technology: software, headphones, <i>Frog Street Interactive Software</i>, games</p>
Writing Time	Whole Group/ Small Group	20 min.	<p>Modeled and Shared Writing</p> <p>Modeling is an important component of the day. Think aloud, decide what to write, and model skills that writer's use. Model how to choose a topic or idea, and talk about the possibilities for the details of the topic. After writing the sentence(s), read the text aloud and make changes to clarify the message. It is important when modeling writing to use conventional spelling. The text may be revisited later in the day. You can add or</p>	<ul style="list-style-type: none"> • Texas Pre-K Guidelines (IV. Emergent Writing) • Frog Street strategy cards

			<p>change the text, modeling how writer's revise their work.</p> <p>Shared writing is a collaborative process in which both you and the children take part in composing, recording, and then reading a piece of writing. Some of the same skill work described above in modeling writing is practiced in shared writing.</p>	
<p>Math/Science</p> <p>Children are provided with purposeful, engaging, math investigations that build upon children's informal understanding of patterns, number, measurement, and shapes.</p>	<p>Small Group</p> <p>(1/4 of group in lesson, 3/4 of group in rotating centers</p>	45 min.	<p>Daily Lesson:</p> <p>The Focus spotlights a song, chant, or story presented earlier in the day and relates to the activity and learning goals of the lesson.</p> <p>Develop is a step-by-step walk through a strong, intentional math and science lesson. The lessons include a strategic plan for teaching key vocabulary and skills.</p> <p>Practice Activities help children apply what they have just learned in a new enjoyable way. This provides children with sustained rehearsal of key learning goals.</p> <p>Reflection allows children to think about what they learned and helps them prepare for the practice centers.</p> <p>The following overview summarizes the knowledge and skills that children will learn in relation to the critical content domains specified and recommended by the National Council of Teachers of Mathematics:</p> <p><i>Number and Operations:</i> Children learn to correspond the verbal sequence of numbers in a one-to-one relationship with sets of concrete, pictorial, and auditory collections and understand that the last counting word in the sequence tells how many there are all together. Children will use counting as sense-making strategies for naming, combining, separating, and comparing quantities and quantifying data.</p>	<ul style="list-style-type: none"> • Texas Prekindergarten Guidelines • Frog Street • CIRCLE Activity Guide • Building Math Skills and Concepts

			<p>Geometry and Spatial Awareness: Children learn to recognize and describe the attributes of two- and three-dimensional shapes and understand how shapes are alike and different.</p> <p>Measurement: Children directly compare measurable attributes including length, weight, area, and volume using language such as <i>longer, shorter, heavier, wider, and fuller</i>. They begin to compare, measure, and order various objects using nonstandard units as well as formal tools such as a balance scale.</p> <p>Classification and Patterning: Children enjoy sorting and grouping through a collection of materials such as buttons, feathers, and rocks and making groups with these items based on noticeable similarities. This informal activity is a foundation to classification. Children will learn to identify, extend, and create a pattern in order to see its repeating core.</p> <p>Data Collection and Analysis: Children build the foundation of data collection and analysis as they describe, sort, and compare physical and mathematical characteristics such as size, quantity, and shape.</p> <p>Science—Children are exposed to science concepts through a variety of avenues (science library, science manipulatives). Every unit (theme) addresses key science process skills such as asking questions, observing, describing, predicting, comparing, classifying, and evaluating. Science is also included in the math lessons when appropriate.</p>	
<p>Outdoor Learning</p> <p>The outdoors is the very best place for children to</p>	<p>Whole Group</p>	<p>30 min.</p>	<p>Outdoor Play Contributes to Learning</p> <p>The outdoors has something more to offer than just physical benefits. Cognitive and</p>	<ul style="list-style-type: none"> Frog Street Outdoor Learning Activities

<p>practice and master emerging physical skills. When outdoors, children can fully and freely experience motor skills like running, leaping, and jumping. It is also the most appropriate area for the practice of ball-handling skills like throwing, catching, and striking. Children can perform other large motor skills such as pushing a swing, pulling a wagon, and lifting and carrying movable objects.</p> <p>Additionally, it is outdoors that children are likely to burn the most calories which helps prevent obesity, a heart disease risk factor that has doubled in the past decade. With studies showing that as many as half of American children are not getting enough exercise--and that risk factors like hypertension and arteriosclerosis are showing up at age 5--parents and teachers need to give serious consideration to ways in which to prevent such health problems. Being outside is also important because the outdoor light stimulates the pineal gland, the part of</p>			<p>social/emotional development are impacted, too. When outside, children are more likely to invent games. As they do, they're able to express themselves and learn about the world in their own way. They feel safe and in control, which promotes autonomy, decision-making, and organizational skills. Inventing rules for games (as preschoolers like to do) promotes an understanding of why rules are necessary. Although the children are only playing to have fun, they're learning:</p> <ul style="list-style-type: none"> • communication skills and vocabulary (as they invent, modify, and enforce rules). • number relationships (as they keep score and count). • social customs (as they learn to play together and cooperate). <p>(The Early Childhood News, 2011)</p>	
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the brain that regulates the "biological clock." This is vital to the immune system and makes us feel happier.				
<p>Content Connection</p> <p>This is a lesson that is provided daily. This engaging activity connects the learning for the day to additional disciplines (science, social studies, physical development, and fine arts.)</p>	Small Group	20 min. (Can be a part of the Literacy or Math/ Lesson)	<p>Each lesson has two to three learning goals to keep instruction targeted and intentional, and always ends with a question to help children reflect on how they will use what they have learned.</p> <p>These are rich opportunities for observing children applying their newly acquired knowledge in a different setting or discipline.</p>	<ul style="list-style-type: none"> • Frog Street • Texas Pre-K Guidelines • CIRCLE Activity Manual
Rest Time	Whole Group	30-50 min. (with 5 min prep and 5 min regroup time)	<p>Rest time is strongly recommended for young children in a full day program. This is the opportunity for children to regain their energy and for the brain to process the newly acquired information. Imagine that a young child has three folders in his brain in which he stores his information. Once the folders are full, new information cannot be received. He needs to rest his body and brain in order for him to process the new information.</p> <p>It is recommended that the teacher request a fluffy towel or small blanket for the child to rest and stretch his body on. It is NOT recommended that a child lay his head on the desk for the 30-50 minutes. Children need time to stretch and relax their bodies.</p> <p>Soft wordless music can be played in the background.</p> <p>As children mature, rest time will decrease.</p>	
Closing Circle	Whole Group	20 min.	During Closing Circle, children discuss new information and also reflect on the daily social commitments made during Greeting Circle. Closing Circle also provides an	<ul style="list-style-type: none"> • Family Connections

Daily reflection is a means of solidifying instruction.			opportunity for teachers to assess each child's level of knowledge. This information can be used to prepare instruction for the following day.	
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Prekindergarten Framework Half-Day Program

Daily Component	Audience	Time	Instructional Practice	Resources
<p>Greeting Circle</p> <p>Students will begin their day with a four-part research-based routine called Brain Smart Start in order to ease the transition from home to school and create an optimal learning state within both teacher and child.</p>	Whole Group	20 min.	<p>The four-part routine consists of the following activities:</p> <ul style="list-style-type: none"> • Unite—This is an opportunity for community building and developing a sense of belonging. • Disengage the Stress—These calming strategies involve deep breathing and stretching to help students access their calm and their brilliance. • Connect—These activities provide opportunities for children to interact with each other, which builds healthy friendships, increases attention span, and fosters cooperation. • Commit—Activities used are designed to help children make commitments for learning. The children make a commitment to be a responsible member of the class. The four commitments that children will work on throughout the year are: <ul style="list-style-type: none"> • Kind words • Helpful hands • Use a Big Voice (Assertive) • Listen to other's big voices 	<ul style="list-style-type: none"> • Frog Street Welcome Book • Frog Street Theme Guides • Creating the School Family book
<p>Morning Message</p> <p>The Morning Message provides a brief, explicitly-taught lesson to learn letter names and effectively associate these letters with spoken sounds. Additional practice is provided in the Literacy Circle and Learning Centers. The</p>	Whole Group *during greeting circle	5-7 min. *during greeting circle	<p>Teachers will follow the lesson as it is written to properly develop the following skills:</p> <ul style="list-style-type: none"> • Phonological Awareness: Children become aware of how sounds in words work. They identify and manipulate parts of spoken language—words, syllables, beginning sounds, rhymes, onset/rime, as well as individual phonemes. Children participate in reciting rhymes, chants, finger plays, clapping syllables, tapping words in sentences, and 	<ul style="list-style-type: none"> • Texas Pre-K Guidelines (II. Language and Communication, III. Emergent Reading, IV. Emergent Writing)

Prekindergarten Framework Half-Day Program

Daily Component	Audience	Time	Instructional Practice	Resources
<p>skills included in the Morning Message provide an intentional sequence of instruction in <i>phonological awareness, written expression,</i> and alphabet knowledge.</p>			<p>identifying words that begin with the same sound.</p> <ul style="list-style-type: none"> • Alphabet Knowledge: Children learn to recognize and name uppercase and lowercase letters and learn that each letter makes a unique sound. They participate in letter recognition activities and learn to reproduce letters as they practice identifying the differences in shapes and lines of letters. In Spring ISD, we do NOT practice Letter of the Week. This is an outdated practice. Research and best practices indicate that the optimal review cycle to remember a set of items should follow a distributed practice of 18-36 days. In the first month of school, the focus is on ALL of the letters of the alphabet because to a child, the most important letters of the alphabet are the ones in his name. • Print Awareness: Pre-K children generate hypotheses about how written language works and begin to explore the uses of writing for themselves. Fine motor skills may impact children's ability to write legibly; however, this should not limit their opportunities to write for meaning. Page 76 of the Texas Pre-K Guidelines provides the teachers with a chart that shows the Developmental Stages of Writing. 	<ul style="list-style-type: none"> • Instructional Strategy Cards • Compound Word Cards • Pocket Photo Cards • Letter Cards • Frog Street Interactive Software • Letter/Alphabet Wall (at Student's eye level) • CIRCLE Activity Manual
<p>Moving and Learning</p> <p>After children participate in the whole-group Greeting Circle, it is time to get them up and moving. This short</p>	<p>Whole Group/ Small Group</p>	<p>5-10 min.</p>	<p>Music and movement are encouraged throughout the day to help children in receiving more oxygen to the brain.</p> <p>Music and movement can be used during transition times for pulling children together</p>	<ul style="list-style-type: none"> • Frog Street Music Library

Prekindergarten Framework Half-Day Program

Daily Component	Audience	Time	Instructional Practice	Resources
<p>transition provides more than a change. Research states that music is a mood enhancer. Favorite songs boost endorphins, and endorphins boost attention and memory.</p>			<p>as a group or to engage them during a waiting time.</p> <p>It is recommended that teachers also sing to their class and not just play songs from their music library, whether the teacher thinks that s/he has a good voice or not. Children are encouraged to participate and tend to develop an appreciation for music.</p>	
<p>Read-Aloud</p> <p>The state of Texas requires a minimum of two read-alouds in a half-day program. Children practice oral language and develop comprehension skills.</p>	<p>Whole/ Small Group</p>	<p>15 min. each</p>	<p>A <i>before, during, and after</i> framework helps optimize read-aloud opportunities and maximize learning outcomes.</p> <p>However, care must be given to protect the integrity of the story. If too many strategies are implemented, the joy of the story line may be lost. Pre-K children have an attention span of 10-12 minutes. Once it is exhausted, learning is no longer fun.</p> <p>Before Reading—Prepare children to think about the story through an introduction.</p> <ul style="list-style-type: none"> • Encourage children to look at the book cover, describe what they see, and predict what the story is going to be about. • Discuss the role of the author and illustrator. • Introduce and discuss vocabulary. Which words need to be clarified for children so that the words don't get in the way of students' comprehension? Briefly discuss one or two words. • Activate prior knowledge and create a personal connection. <p>During Reading—Use strategies to strengthen children's understanding.</p>	<ul style="list-style-type: none"> • Frog Street Theme Guides • CIRCLE Activity Manual

Prekindergarten Framework Half-Day Program

Daily Component	Audience	Time	Instructional Practice	Resources
			<ul style="list-style-type: none"> • Track print with finger or pointer (large print for group). • Involve children by asking questions, pausing, and reflecting when appropriate. • Create mental images as appropriate (consider sights, sounds, smells, tastes, and physical sensations related to the story). • Reinforce vocabulary. Research shows that clarification of words necessary for comprehension occurs during the reading at the point of use. • Use facial expressions and voice variations to add excitement to the story. • Pace the story to fit the type of book and include child participation. <p>After Reading—Give children an opportunity to discuss and extend the comprehension of the story.</p> <ul style="list-style-type: none"> • Discuss rich words that add interest to the story and words that would have long-term benefit for children. • Review the story plot and assist children in summarizing and making personal connections. • Ask questions, encouraging thought and reflection. • Extend story time with follow-up activities, such as using story maps, word webs, sequencing activities, role-play, or story retelling with props. 	
Book Activity/Journals Respond to literature by drawing/writing after a book has been read.	Whole Group	20 min.	1. Tips for journal writing: 1. Involve children in creating and decorating the journals. Make it fun and allow them to be creative so that their journal feels special and unique.	<ul style="list-style-type: none"> • Texas Pre-K Guidelines (IV. Emergent Writing)

Prekindergarten Framework Half-Day Program

Daily Component	Audience	Time	Instructional Practice	Resources
<p>Journals are a way of fostering the development of writing skills in Pre-K.</p> <p>With the updated Pre-K Guidelines, the Emergent Writing skills are more sophisticated and more rigorous.</p> <p>Students may share and discuss what they wrote in their journal.</p>			<ol style="list-style-type: none"> 2. Use plain paper inside of the journals as opposed to lined paper. Children will have enough time to “write on the lines.” 3. Date each entry. Children can be given a choice to copy the date or to stamp the date. 4. Provide a regular time and place for writing. Make the special time happen at least three times a week. Pencils are not needed. Use other writing tools such as crayons or markers. 5. Encourage the children to use inventive spelling. IF they write a string of letters and words, ask them to “read” the words to you. Help children understand the power of writing and give them a PURPOSE for writing. 6. Provide time for children to share their journal with a friend or with you. 7. Make journal writing an enjoyable experience. 	<ul style="list-style-type: none"> • Frog Street
<p>Literacy Circle</p> <p>The Literacy Lesson focuses on 2-3 learning goals.</p> <p>A list of vocabulary words is provided in the lesson so instruction leads to receptive and expressive language of children.</p>	<p>Whole Group</p>	<p>15 min.</p>	<p>The Focus section prepares children to think about the upcoming activity, helps them connect to prior knowledge, and relates what they know to what’s ahead.</p> <p>The Develop section contains the heart of the lesson, introducing a concept, a skill or new information. Children become engaged in the learning activity.</p> <p>The Literacy Lesson ends with Transition to Practice Activities to prompt the description of center/workstation activities.</p>	<ul style="list-style-type: none"> • Texas Pre-K Guidelines (II. Language and Communication, III. Emergent Reading) • Frog Street • Instructional Strategy Cards

Prekindergarten Framework Half-Day Program

Daily Component	Audience	Time	Instructional Practice	Resources
Free Choice Learning Centers	Small Groups-- rotate every 10-15 min.	30 min.	<p>Centers/Workstations offer opportunities to individualize instruction, scaffold learning, encourage contextual use of language, and informally assess children's progress.</p> <p>In Centers, children:</p> <ul style="list-style-type: none"> • Practice skills learned in whole-group and small-group instruction. • Learn independence, self-direction, and collaboration skills. • Work on their own level and pace; teachers provide appropriate scaffolding based on individual needs. • Learn to make decisions and choices. 	<p>ABC Center: magnetic letters, letter cards, photo pockets with pocket letters, play dough, and chenille wires</p> <p>Language and Literacy Center: sequence cards, rebus posters, story folder props, rhyming cards</p> <p>Pretend and Learn Center: props such as dress-up clothing, puppets, mirrors, and kitchen furniture. This center can also be converted to match the theme.</p> <p>Library and Listening: This area should be the heart and soul of the classroom. Books should be changed monthly to support the theme.</p> <p>Construction Center: building blocks, assortment of animals, cars, trucks, Legos</p> <p>Math Center: counters, pattern blocks, connecting cubes, attribute buttons, pocket cube with dot cards, stencils</p>

Prekindergarten Framework Half-Day Program

Daily Component	Audience	Time	Instructional Practice	Resources
				<p>Science Center: tools to investigate—magnifying glasses, scales, magnets, prisms</p> <p>Creativity Station: easels, crayons, markers, stencils, scissors, glue, colored paper, water colors, play dough</p> <p>Writer's Corner: Wikki Stix, magnetic letters, writing tools such as markers, colored pencils, stamps, pencils, crayons, and interesting paper and cardstock</p> <p>Fine Motor Center: stringing beads, puzzles, small blocks, scissors, buttons, eyedroppers, tweezers</p> <p>Sensory Table: measuring and pouring equipment, material of different textures</p> <p>Technology: software, headphones, <i>Frog Street Interactive Software</i>, games</p>
Writing Time	Whole Group/	20 min.	Modeled and Shared Writing Modeling is an important component of the day. Think aloud, decide what to write, and	<ul style="list-style-type: none"> Texas Pre-K Guidelines (IV. Emergent Writing)

Prekindergarten Framework Half-Day Program

Daily Component	Audience	Time	Instructional Practice	Resources
	Small Group		<p>model skills that writer’s use. Model how to choose a topic or idea, and talk about the possibilities for the details of the topic. After writing the sentence(s), read the text aloud and make changes to clarify the message. It is important when modeling writing to use conventional spelling. The text may be revisited later in the day. You can add or change the text, modeling how writer’s revise their work.</p> <p>Shared writing is a collaborative process in which both you and the children take part in composing, recording, and then reading a piece of writing. Some of the same skill work described above in modeling writing is practiced in shared writing.</p>	<ul style="list-style-type: none"> Frog Street strategy cards
<p>Math/Science/Social Studies</p> <p>Children are provided with purposeful, engaging, math investigations that build upon children’s informal understanding of patterns, number, measurement, and shapes.</p>	Whole Group/ Small Group	20 min.	<p>Daily Lesson:</p> <p>The Focus spotlights a song, chant, or story presented earlier in the day and relates to the activity and learning goals of the lesson.</p> <p>Develop is a step-by-step walk through a strong, intentional math and science lesson. The lessons include a strategic plan for teaching key vocabulary and skills.</p> <p>Practice Activities help children apply what they have just learned in a new enjoyable way. This provides children with sustained rehearsal of key learning goals.</p> <p>Reflection allows children to think about what they learned and helps them prepare for the practice centers.</p> <p>The following overview summarizes the knowledge and skills that children will learn in relation to the critical content domains</p>	<p>Prekindergarten Guidelines</p> <p>Frog Street</p> <p>RCLE Activity Guide</p> <p>Building Math Skills and Concepts</p>

Prekindergarten Framework Half-Day Program

Daily Component	Audience	Time	Instructional Practice	Resources
			<p>specified and recommended by the National Council of Teachers of Mathematics:</p> <p><i>Number and Operations:</i> Children learn to correspond the verbal sequence of numbers in a one-to-one relationship with sets of concrete, pictorial, and auditory collections and understand that the last counting word in the sequence tells how many there are all together. Children will use counting as sense-making strategies for naming, combining, separating, and comparing quantities and quantifying data.</p> <p><i>Geometry and Spatial Awareness:</i> Children learn to recognize and describe the attributes of two- and three-dimensional shapes and understand how shapes are alike and different.</p> <p><i>Measurement:</i> Children directly compare measurable attributes including length, weight, area, and volume using language such as <i>longer, shorter, heavier, wider, and fuller</i>. They begin to compare, measure, and order various objects using nonstandard units as well as formal tools such as a balance scale.</p> <p><i>Classification and Patterning:</i> Children enjoy sorting and grouping through a collection of materials such as buttons, feathers, and rocks and making groups with these items based on noticeable similarities. This informal activity is a foundation to classification. Children will learn to identify, extend, and create a pattern in order to see its repeating core.</p> <p><i>Data Collection and Analysis:</i> Children build the foundation of data collection and analysis as they describe, sort, and</p>	

Prekindergarten Framework Half-Day Program

Daily Component	Audience	Time	Instructional Practice	Resources
			<p>compare physical and mathematical characteristics such as size, quantity, and shape.</p> <p>Science: Children are exposed to science concepts through a variety of avenues (science library, science manipulatives). Every unit (theme) addresses key science process skills, such as asking questions, observing, describing, predicting, comparing, classifying, and evaluating. Science is also included in the math lessons when appropriate.</p>	
<p>Outdoor Learning</p> <p>The outdoors is the very best place for children to practice and master emerging physical skills. When outdoors, children can fully and freely experience motor skills like running, leaping, and jumping. It is also the most appropriate area for the practice of ball-handling skills like throwing, catching, and striking. Children can perform other such large motor skills as pushing a swing, pulling a wagon, and lifting and carrying movable objects.</p> <p>Additionally, it is outdoors that children are likely to burn the most calories, which helps prevent</p>	<p>Whole Group</p>	<p>20 min.</p>	<p>Outdoor Play Contributes to Learning</p> <p>The outdoors has something more to offer than just physical benefits. Cognitive and social/emotional development are impacted as well. When outside, children are more likely to invent games. As they do, they're able to express themselves and learn about the world in their own way. They feel safe and in control, which promotes autonomy, decision-making, and organizational skills. Inventing rules for games (as preschoolers like to do) promotes an understanding of why rules are necessary. Although the children are only playing to have fun, they're learning:</p> <ul style="list-style-type: none"> • communication skills and vocabulary (as they invent, modify, and enforce rules). • number relationships (as they keep score and count). • social customs (as they learn to play together and cooperate). <p>(The Early Childhood News, 2011)</p>	<ul style="list-style-type: none"> • Frog Outdoor Learning Activities <p style="text-align: right;">Street Learning</p>

Prekindergarten Framework Half-Day Program

Daily Component	Audience	Time	Instructional Practice	Resources
<p>obesity, a heart disease risk factor that has doubled in the past decade. With studies showing that as many as half of American children are not getting enough exercise--and that risk factors like hypertension and arteriosclerosis are showing up at age 5--parents and teachers need to give serious consideration to ways in which to prevent such health problems. The outside is also important because the outdoor light stimulates the pineal gland, the part of the brain that regulates the "biological clock." This is vital to the immune system and makes us feel happier.</p>				
<p>Closing Circle</p> <p>Daily reflection is a means of solidifying instruction.</p>	<p>Whole Group</p>	<p>15 min.</p>	<p>During Closing Circle, children discuss new information and also reflect on the daily social commitments made during Greeting Circle. Closing Circle also provides an opportunity for teachers to assess each child's level of knowledge. This information can be used to prepare instruction for the following day.</p>	<ul style="list-style-type: none"> Family Connections

Pre-K 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



Listening 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.

ABC Center



Pretend and Learn 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.

Library Center



Listening 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.

ABC Center



Pretend and Learn 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.

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



In the Technology Center children become familiar with the computer and develop concepts that are related to literacy, math, and science. Materials include computers, software, headphones, and Frog Street Pre-K Interactive Software. See Appendix page 67 for descriptions of software activities.

Creativity Station



The Creativity Station 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. Add materials such as cardboard boxes and empty paper-towel tubes.

Writer's Corner



In the Writer's Corner 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



The Creativity Station 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. Add materials such as cardboard boxes and empty paper-towel tubes. The Math Center encourages children to explore patterning, one-to-one correspondence, and counting activities. Materials include frog 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 Frog Street teacher's 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 decision-making ability.
- 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. 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

Texas Prekindergarten Guidelines <https://tea.texas.gov/pkg.aspx>

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 |

Frog Street Pre-K

Frog Street Pre-K is a comprehensive, research-based curriculum that integrates instruction across developmental domains and early learning disciplines and is aligned to the Texas Prekindergarten Guidelines. Frog Street 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. Frog Street Pre-K includes nine thematic guides offering easy-to-follow lessons for whole group, small group, and center activities.

Conscious Discipline

Included in Frog Street Pre-K is 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 Pre-K 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 pre-k classroom.

Progress Monitoring

Spring ISD monitors student progress using the Commissioner Approved Prekindergarten assessment instrument, CLI Engage Circle 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.

Pre-K also has three reporting cycles for report cards that fall throughout the school year.