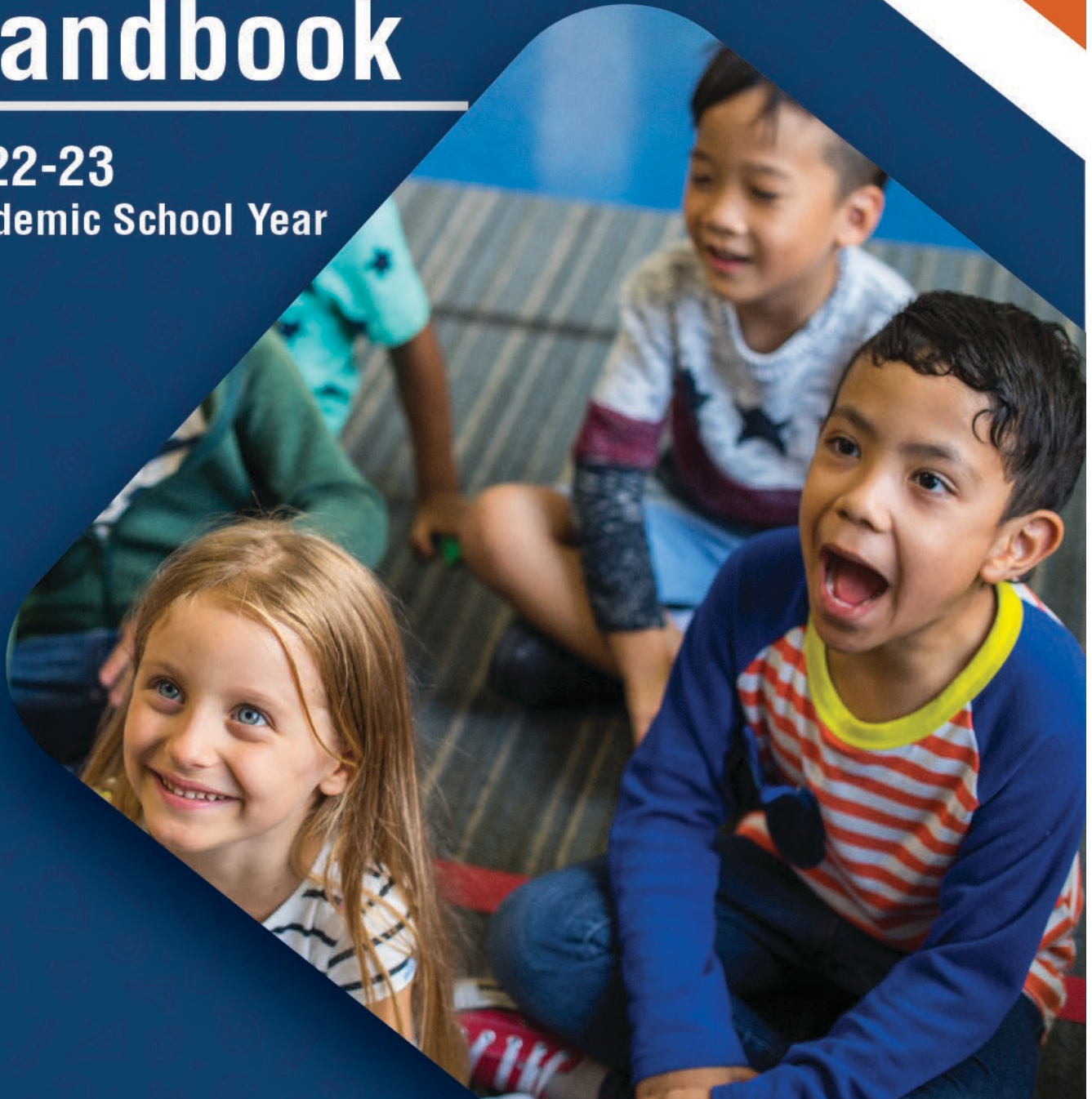




# Pre-K Handbook

**2022-23**  
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.
- Tuition-Free Prekindergarten for Non-Eligible Children  
For the 2021-22 school year, Spring ISD began offering tuition-free Pre-K for 4-years old who do not meet state eligibility requirements on a space available basis. Families should complete the online registration application and process. Enrollment will be determined on a space-available basis in the Pre-K classrooms at each campus.

## 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 in 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 26 elementary campuses. All campuses offer full-day programs where bilingual, general education, dual language (select campuses only), and a partnership with Advance Head Start (**select campuses only**) classes are offered. Please see school listings below:

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



[www.springisd.org](http://www.springisd.org)

## Suggestions for English Language Development

### Bilingual Half-Day Prekindergarten Classroom

Time	Instructional Focus	Instructional Practice
15 min.	<b>Oral Language Development</b> Listening & Speaking	<b>Read Alouds with</b> <ul style="list-style-type: none"> <li>✓ Open ended questioning</li> <li>✓ Think-Pair-Share</li> <li>✓ Total Physical Response</li> </ul>
15 min.	<b>Oral Language Development</b> Listening & Speaking— Integration of Disciplines	<b>Content Connection</b> <ul style="list-style-type: none"> <li>✓ An engaging lesson that connects the learning for the day to additional disciplines and domains--science, social studies, physical development, and fine arts.</li> </ul>
15 min.	<b>Oral Language Development</b> Listening & Speaking	<b>Listening Center</b> <ul style="list-style-type: none"> <li>✓ Songs &amp; Rhymes Center</li> <li>✓ Computer Center</li> <li>✓ iPad Center</li> <li>✓ TPR</li> </ul>

#### 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 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 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.

## 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)

Recommended Time Allotment	Required Components
5 minutes	Meet and Greet at Threshold
20 minutes	<b>Greeting Circle – Breakfast in the classroom</b> <ul style="list-style-type: none"> <li>▪ Morning Message</li> <li>▪ Shared Reading (Songs &amp; Poems)</li> <li>▪ Oral Language Games</li> <li>▪ Songs (Vocabulary &amp; Language)</li> </ul>
10 minutes	Moving and Learning
20 minutes	<b>Read-Aloud</b> <ul style="list-style-type: none"> <li>▪ Oral Language</li> <li>▪ Print Concepts</li> <li>▪ Comprehension</li> </ul>
20 minutes	Book Activity/Journals
15 minutes	Moving and Learning
20 minutes	Social Studies/Social Skills
60 minutes	<b>Free Choice Learning Centers</b> <ul style="list-style-type: none"> <li>▪ All choices and materials connect directly to Pre-K.</li> <li>▪ Teacher's role is to extend language and thinking during this time.</li> <li>▪ Targeted Small Group Instruction.</li> <li>▪ Teacher pulls small groups based on children's needs.</li> </ul>
20 minutes	<b>Writing Time</b> <ul style="list-style-type: none"> <li>▪ Modeled Writing/Shared Writing</li> <li>▪ Independent Writing/Drawing</li> </ul>
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	<b>Rest time</b> As children mature, rest time decreases to 30 minutes and instructional time increases.
10 minutes	Moving and Learning
20 minutes	<b>Literacy Circle</b> Read-Aloud (Incorporate Math, Science, and Social Studies Themes)
10 minutes	Clean Up
20 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"> <li>Getting ready</li> <li>Focusing on learning</li> <li>Preparing for the day</li> <li>Fostering belonging</li> </ul>	<ul style="list-style-type: none"> <li>attendance</li> <li>journal/writing activities</li> <li>reading a book</li> <li>puzzles</li> <li>routine</li> <li>answering question of the day</li> <li>planning with manipulatives</li> </ul>
Greeting Circle	<ul style="list-style-type: none"> <li>Morning message</li> <li>Shared reading (songs, poems, finger plays, nursery rhymes)</li> <li>Oral language games</li> <li>Phonological awareness activities</li> <li>Theme concepts</li> <li>Songs (vocabulary/language)</li> <li>Letter knowledge</li> </ul>	<ul style="list-style-type: none"> <li>songs</li> <li>poems</li> <li>finger plays</li> <li>nursery rhymes</li> <li>events of the day</li> <li>letter wall activities</li> <li>introduce activities/materials for theme</li> </ul>
Moving and Learning	<ul style="list-style-type: none"> <li>Planned and purposeful</li> <li>Cognitive connections</li> <li>Encourage movement</li> </ul>	<ul style="list-style-type: none"> <li>beginning sound of words</li> <li>thematic items naming</li> <li>clapping syllables</li> <li>naming items</li> <li>describing items</li> <li>defining words</li> <li>word wall</li> <li>rhyming words</li> <li>identifying letters</li> <li>counting the words in sentences</li> <li>clapping or snapping a pattern</li> <li>giving the opposite of words</li> <li>same and different concepts</li> </ul>
Read-Aloud	<ul style="list-style-type: none"> <li>Interactive reading with focus on                             <ul style="list-style-type: none"> <li>Introductions</li> <li>Comprehension/Strategies</li> <li>Vocabulary Strategies</li> </ul> </li> <li>Oral language</li> <li>Print concepts</li> <li>Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>using prior knowledge</li> <li>asking questions</li> <li>making predictions</li> <li>making connections</li> <li>comparing and contrasting</li> <li>making inferences</li> <li>read-aloud chart</li> </ul>
Book Activity/Journals	<ul style="list-style-type: none"> <li>Respond to literature</li> <li>Drawing/Writing after book has been read</li> <li>Read-aloud and discuss</li> </ul>	<ul style="list-style-type: none"> <li>dramatic activities</li> <li>creating art</li> <li>cooking project</li> </ul>

Schedule Component	What is it?	Suggestions
Classroom Library	<ul style="list-style-type: none"> <li>Access classroom library and story props</li> <li>Access take home library</li> </ul>	<ul style="list-style-type: none"> <li>listening center</li> <li>magnetic story folder props</li> <li>magnetic board</li> <li>books</li> <li>props/puppets</li> </ul>
Transition	<ul style="list-style-type: none"> <li>Transition activities</li> <li>Provides cognitive mini-lessons</li> <li>Keeps students on tasks</li> </ul>	<ul style="list-style-type: none"> <li>music</li> <li>singing/dancing</li> <li>fingerplays</li> </ul>
Literacy Circle	<ul style="list-style-type: none"> <li>Language opportunities with teacher and peers</li> <li>Intentional cognitive instruction of skill concepts</li> <li>Meeting individual needs</li> <li>Questioning strategies</li> </ul>	<ul style="list-style-type: none"> <li>letter sorting &amp; identification</li> <li>patterns</li> <li>rhyming games</li> <li>matching games</li> <li>read aloud</li> <li>acting out a story</li> <li>dividing words into parts</li> <li>asking open-ended questions</li> <li>labeling and describing</li> <li>beginning/ending sounds</li> <li>making predictions</li> <li>making math stories</li> <li>letter wall activities</li> <li>journal writing</li> <li>vocabulary games</li> <li>making class books</li> </ul>
Learning Centers (Free choice and structured)	<ul style="list-style-type: none"> <li>Construction of knowledge</li> <li>Exploration and play</li> <li>Hands-on activities</li> <li>Promote independence and self-direction</li> </ul>	<ul style="list-style-type: none"> <li>conversations between peers and teacher</li> <li>open-ended questions</li> <li>writing</li> <li>letter identification and writing</li> <li>counting</li> <li>vocabulary</li> <li>rhyming words</li> <li>comparing</li> <li>reading books, poems, and environmental print</li> </ul>
Writing Time	<ul style="list-style-type: none"> <li>Modeled writing/shared writing</li> <li>Independent writing/drawing</li> </ul>	<ul style="list-style-type: none"> <li>daily news</li> <li>writer's corner</li> <li>share the pen</li> <li>separating words into sentences</li> <li>literature responses</li> <li>experience charts</li> <li>independent writing</li> <li>journals</li> <li>making class books</li> </ul>

Schedule Component	What is it?	Suggestions
Shared Reading (Incorporate Math, Science, and Social Studies Themes)	<ul style="list-style-type: none"> <li>Read aloud of large text and predictable stories (predictable language, repeated phrases, rhymes, and rhythm)</li> <li>Provide opportunities for children to chime in</li> </ul>	<ul style="list-style-type: none"> <li>reading of various genre books</li> <li>reread for different purposes</li> <li>explicitly teach vocabulary</li> <li>model comprehension strategies</li> <li>act out stories</li> </ul>
Math	<ul style="list-style-type: none"> <li>Numbers and operations</li> <li>Geometry and spatial reasoning</li> <li>Measurement comparisons</li> <li>Algebraic reasoning and patterns</li> <li>Displaying and analyzing data</li> </ul>	<ul style="list-style-type: none"> <li>number sense activities</li> <li>patterns</li> <li>sorting</li> <li>classifying</li> <li>organizing</li> <li>problem solving</li> <li>reasoning</li> </ul>
Science/Social Studies	<ul style="list-style-type: none"> <li>Language development</li> <li>Vocabulary</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>language building strategies (label, describe, explain, compare, link)</li> <li>questioning</li> <li>reading books</li> <li>retelling stories</li> <li>storytelling</li> <li>songs &amp; chants</li> </ul>
Content Connections	<ul style="list-style-type: none"> <li>links ideas and concepts specific to the lesson in meaningful instruction</li> <li>lessons have 2-3 learning goals to keep instruction targeted and intentional</li> <li>always end with a question to help children reflect on how they will use what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>fine arts</li> <li>social studies</li> <li>science</li> <li>math</li> <li>language</li> <li>physical development</li> </ul>
Closing Circle	<ul style="list-style-type: none"> <li>daily reflection to solidify instruction</li> <li>children discuss new information and reflect on daily commitments made during the greeting circle</li> <li>provides opportunity for teacher to assess each child's level of knowledge to prepare instruction for the following day</li> </ul>	

## 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 2020

### 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



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, software, 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.

## 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 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 2020



## 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                |

## 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 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 four reporting cycles for report cards that fall throughout the school year.



16717 Ella Blvd.  
Houston, Texas 77090  
281-891-6000  
[www.springisd.org](http://www.springisd.org)

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