

PREKINDERGARTEN FIRST NINE WEEKS – LISD Curriculum Overview

All LISD Curriculum is written by LISD teachers under the guidance of LISD Curriculum Personnel.

All LISD PreK Curriculum is developed based on TEA's Texas [Prekindergarten Guidelines](#).

THEMATIC UNITS: FIRST 8 DAYS, ME AND YOU, and OUR COMMUNITY
PRIMARY KEY CONCEPTS: BUILDING CONNECTIONS, LEARNING ABOUT OURSELVES,
OUR SCHOOL, AND OUR COMMUNITY

The majority of the skills introduced during the first nine weeks are practiced throughout the entire year.

SOCIAL/ EMOTIONAL	LANGUAGE/COMMUNICATION	READING/ WRITING
<ul style="list-style-type: none"> ● Pay attention to personally chosen or routine tasks until completed ● Take care of and manage classroom materials ● Regulate own behavior ● Respect personal boundaries ● Follows classroom rules and routines ● Stays focused on engaging group activities ● Share roles and responsibilities as part of a classroom community ● Initiate problem-solving strategies and seek adult help when needed ● Become awareness of own competence & describe oneself positively ● Show reasonable opinion of own abilities and limitations ● Begin to understand difference and connection between feelings and behaviors ● Become increasingly aware of own feelings ● Become more able to control emotions ● Communicate basic emotions ● Become more competent in initiating social interactions ● Increasingly interact with peers in play ● Demonstrate empathy and caring for others ● Begin to have meaningful friends ● Uses communication skills to build relationships with teachers/adults 	<ul style="list-style-type: none"> ● Show understanding by responding appropriately ● Use language for different purposes ● Engage in conversation in appropriate ways ● Provide appropriate information for various situations ● Match language to situation ● Speak in a way that is understood by teachers and other adults, producing sounds more clearly ● Use an increasing variety of words to label and describe people, places, things and actions ● Uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement ● Show understanding of instructional words used in the classroom ● Increase listening vocabulary and begin to use more words ● Develop understanding and use of the language of instruction (for speakers of other languages) ● Use a growing speaking vocabulary, adding words daily ● Combines sentences that give lots of detail, sticks to the topic & clearly communicates intended meaning 	<ul style="list-style-type: none"> ● Take part in reading-related activities ● Use books and other written materials to engage in pre-reading behaviors ● Ask to be read to or ask the meaning of written text ● Separate a four-word sentence into individual words ● Ask and answer appropriate questions about a book ● Recognize labels, signs and other print in the environment ● Understand that a book has a title and an author ● Intentionally uses scribbles/writing to communicate meaning ● Understand some basic print conventions (words, spaces, letters) ● Can recognize rhyming words ● Produce a word that rhymes with a given word ● Begins to name uppercase and lowercase letters (at least 20 of each by end of the year) ● Begins to recognize letter sounds (20 sounds by end of the year) ● Begins to produce the correct sounds for letters (at least 10 by end of the year) ● Understand that letters are different than numbers ● Begin to write own name



ELEMENTARY CURRICULUM

MATH	SCIENCE/HEALTH/ SOCIAL STUDIES	FINE ARTS/PHYSICAL DEVELOPMENT/TECHNOLOGY
<ul style="list-style-type: none"> ● Rote counts (up to 30 by the end of the year for PreK 4) ● Begins to demonstrate that the order of the counting sequence is always the same ● Know that objects or parts of an object can be counted ● Count 1-10 items ● Understands the concept of zero ● Count up to 10 items, and begins to demonstrate that the last count indicates how many items were counted ● Begins to demonstrate that when counting, the items can be chosen in any order ● Names common shapes ● Child slides, flips and turns shapes to demonstrate that the shapes remain the same ● Begins to use location words such as over, under, above, on, beside ● Begins to use words to describe the passing of time ● Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. 	<ul style="list-style-type: none"> ● Organize life around events, time and routines ● Identify flags of the United States and Texas ● Begins to learn to recite the Pledge of Allegiance to the United States flag and the state flag; observe a moment of silence ● Engage in voting as a method of group decision-making ● Identify similarities and differences in characteristics of people ● Identifies similarities and differences in characteristics of families. ● Demonstrates that all people need food, clothing and shelter. ● Predicts what will happen based on previous experience. ● Become aware of what it means to be a consumer ● Discuss roles and responsibilities of community workers 	<ul style="list-style-type: none"> ● Use a variety of art materials to experience and explore ● Use art as a form of self-expression ● Participates in and responds to different musical styles through movement and play ● Gain increasing control of tasks that require small-muscle strength and control ● Gain increasing control of tasks that require eye-hand coordination ● Improve coordination and balance ● Coordinate sequence of movements ● Opens and uses digital learning applications and programs ● Practices safe behavior while using digital tools and resources