

Prairie Hills School District

Pre-K Alignment

**Beginning of the Year**

**Standards:**

1a. Manages Feelings  
1b. Follow limits and expectations  
7a. Uses fingers and hands  
7b. Uses writing and drawing tools  
8a. Comprehends language  
8b. Follows directions  
11a. Attends and engages

13. Classification skills  
16a. Identifies letters  
19a. Writes name  
20a. Counts  
21b. Understands shapes  
24. Uses scientific inquiry skills  
29. Demonstrates knowledge of self  
33. Explores the visual arts

**New Skills:**

Using fine motor skills for writing.  
Learn to follow rituals and routines.  
Learn to express thoughts and ideas with peers and teachers.  
Learn different types of emotions {sad, happy, angry etc.}  
Distinguishing the difference between a number and a letter, for example knowing the difference between the number 5 and the letter s.  
Learning safety skills in and outside the classroom.  
Learning to identify shapes  
Learning to identify colors

**Advanced Skills:**

Student identifies numbers 1-10  
Identify at least 10 letter sounds  
Adapt to classroom rules/environment.  
Child expresses needs verbally with trusted adults.

**Assessments and Student Outcomes:**

- Teacher Created Assessment completed during first week
- Yes/ not yet Checklist
- Classroom Observations

Child expresses needs and rights

Child forms relationships with adults

Child follows classroom rules with limited reminders

Child identifies all of the letters in their first name

Child traces first name and partially writes first name independently

<p><b>Comforts self by seeking adult/objects.</b>  <b>Identify the difference between a number and a letter</b></p>	<p><b>Child counts to 10</b></p> <p><b>Student identifies numbers 0-5</b></p>
<p><b>Key Vocabulary:</b></p> <p>Grasp  Family  Lost  Portrait  Tempo  Real  Pretend  Scared  Rule  Question</p>	<p><b>Recommendation</b></p> <p>Jalapeño  Bagel  Clock  Schedule  Neighborhood  Take turns  Pinata  Friends  Microphone</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Emotion shapes</li> <li>• Emotions Chart</li> <li>• Conversation Cubes</li> <li>• Books on Feelings</li> <li>• Beginning of the Year Teaching Strategies book</li> </ul> <p><b>Shared Wow Experiences</b></p> <ul style="list-style-type: none"> <li>• A walk around the school to learn the name of different places (scavenger hunt)</li> <li>• Visit from a family member</li> <li>• Visit from someone in the community</li> <li>• Visit from someone who works in the school</li> </ul>	<p><b>Materials</b></p> <p>Pencil/paper  Books about emotions  Emotions chart  Rules/routines chart with visuals  Emotions magnifying glasses</p> <p><b>Shared Materials</b></p> <ul style="list-style-type: none"> <li>• Beginning of the Year Teaching Guide</li> <li>• Book Discussion Cards</li> <li>• Mighty Minutes</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Wimberley Worried</li> <li>• Love is a Family</li> <li>• A Pocket for Corduroy</li> </ul>

- **Kevin and His Dad**
- **Papi, How Many Stars Are in the Sky?**
- **Anasi and His Children**
- **The Gingerbread Man**
- **Neighborhood Song**
- **Quinito, Day and Night**
- **The Kissing Hand**
- **Charlie Anderson**
- **Crazy Pizza Day**
- **A World of Families**
- **Penny Butter Fudge**
- **Hooray a Pinata**
- **Too Many Tamales**

### **Activities**

- **Arts & Crafts**
- **Name that emotion game (sad, happy, angry, etc.)**
- **I am (helps reflect on character traits & self)**
- **All about me family project**
- **Name puzzle**
- **Create helping hands (children reflect on what they can do for peers)**
- **Story dictations (read SEL books and have students draw and write feelings)**
- **The give a Shout Out Game can be played during Large Group or Dismissal**
- **Fine Motor (Play Dough, Pipe cleaner beading, Using tongs to pick-up letters and numbers.)**
- **High Five start with the letters in their name and numbers 1-10 daily during transition**
- **Color Graph (What is your favorite color?)**
- **Friend Bingo to help with identifying their peers.**