

CLC Preschool Curriculum - Cycle 1

Literacy Skill Oral Language - Expresses needs and feelings; Uses language to express common routines Comprehension - Purposeful book choice Alphabetic Principle - Recognizes own name	
Key Experience/Benchmark	Routine/Activity
INITIATIVE AND SOCIAL RELATIONS	
Show an awareness of changes that occur in themselves and their environment. (12.A.ECa)	
Begin to be aware of technology and how it affects their lives. (13.B.ECb)	Computer/listening center
Recognize the reasons for rules. (14.A.EC)	Routine
Participate in voting as a way of making choices. (14.C.EC)	Circle/group time
Develop an awareness of roles of leaders in their environment. (14.D.EC)	
Begin to understand the use of trade to obtain goods and services. (15.D.EC)	Integrated themes (store)
Understand that each of us belongs to a family and recognize that families vary. (18.B.EC)	
Follow rules and procedures when participating in group physical activities. (21.A.EC)	P.E./playground
Demonstrate ability to cooperate with others during group physical activities. (21.B.EC)	P.E./playground
Use appropriate communication skills when expressing needs, wants, and feelings. (24.A.ECa)	Routine
Use socially acceptable ways to resolve conflict. (24.A.ECb)	Routine
Investigate the elements of drama. (25.A.ECb)	Book/rhyme dramatization
Describe or respond to their own work or the creative work of others. (25.B.EC)	Art Center
Participate in drama activities. (26.A.ECb)	Book/rhyme dramatization
Describe self by using several basic characteristics. (31.A.ECa)	
Exhibit eagerness and curiosity as a learner. (31.A.ECb)	Centers
Exhibit persistence and creativity in seeking solutions to problems. (31.A.ECc)	Centers
Show some initiative and independence in actions. (31.A.ECd)	Centers
Use appropriate communication skills when expressing needs, wants, and feelings. (31.A.ECa)	Routine
Begin to understand and follow rules. (32.A.ECa)	Routine
Manage transitions and begin to adapt to change in routines. (32.A.ECb)	Routine
Show empathy and caring for others. (32.A.ECc)	Routine

Use the classroom environment purposefully and respectfully. (32.A.ECd)	Centers
Engage in cooperative group play. (32.B.ECa)	Centers
Begin to share materials and experiences and take turns. (32.B.ECb)	Centers
Respect the rights of self and others. (32.B.ECc)	Routine
Develop relationships with children and adults. (32.B.ECd)	Routine

Books/Materials

ORAL LANGUAGE

Building Language for Literacy (BLL) Home Unit

Comprehensive Literacy Resource - Trehearne, pp. 46-52

COMPREHENSION

Using Children's Literature in Preschool - Morrow and Gambrell

ALPHABETIC PRINCIPLE

Phonics Lessons, Letters, Words, and How They Work - Pinnell & Fountas, pp. 71-78

Comprehensive Literacy Resource - Trehearne, pp. 164-169

CLC Preschool Curriculum - Cycle 2

Literacy Skill Oral Language - Tells/dictates Comprehension - Connects information to real life Concepts of Print - Distinguishes between pictures and words Alphabetic Principle - Writes own name	
Key Experience/Benchmark	Routine/Activity
CREATIVE REPRESENTATION	
Uses senses to explore and observe materials and natural phenomena. (11.A.ECa)	Science center, outside
Identify community workers and the services they provide. (15.A.EC)	Integrated themes
Investigate the elements of visual arts. (25.A.ECd)	Art center
Participate in the visual arts. (26.A.ECd)	Art center
Use creative arts as an avenue for self-expression. (26.B.EC)	Art center
INITIATIVE AND SOCIAL RELATIONS (health/safety focus)	
Begin to understand basic safety practices. (13.A.EC)	Routine
Follow simple safety rules while participating in activities. (19.C.EC)	Routine
Participate in simple practices that promote healthy living and prevent illness. (22.A.EC)	Routine
Act independently in caring for personal hygiene needs. (23.B.EC)	Routine
Participate in activities to learn to avoid dangerous situations. (24.C.EC)	Safety drills

<p>Books/Materials</p> <p>ORAL LANGUAGE DLM - Oral Language Cards</p> <p>COMPREHENSION <u>Using Children's Literature in Preschool</u> - Morrow and Gambrell</p> <p>CONCEPTS OF PRINT <u>Learning About Print in Preschool</u> - Strickland and Schickedanz</p> <p>ALPHABETIC <u>Writing in Preschool</u> - Schickedanz and Casbergue</p>
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CLC Preschool Curriculum - Cycle 3

<p>Literacy Skill</p> <p>Oral Language - Shows an interest in listening to stories; Develop conversational skills (peer, adult, group)</p> <p>Comprehension - Develops vocabulary</p> <p>Concepts of Print - Orients a book for reading (front, back, top, bottom); Reacts to environmental print</p> <p>Alphabetic Principle - Recognizes some alphabet letters</p>	
Key Experience/Benchmark	Routine/Activity
CREATIVE REPRESENTATION	
Understand that pictures and symbols have meaning and carry a message. (1.A.ECa)	Message, play plans, books
Understand that reading progresses from left to right and top to bottom. (1.A.ECb)	Message, play plans, books
Identifies labels and signs in the environment. (1.A.ECc)	Routine
Identify some letters, including those in own name. (1.A.ECd)	Sign-in, play plans
Make some letter-sound matches. (1.A.ECe)	Message, play plans
Predict what will happen next using pictures and content for guides. (1.B.ECa)	Read alouds
Begin to develop phonological awareness by participating in rhyming activities. (1.B.ECb)	Fingerplays, Mystery Word
Recognize separable and repeating sounds in spoken language. (1.B.ECc)	Patterned books, songs
Retell information from a story. (1.C.ECa)	Book time
Respond to simple questions about reading material. (1.C.ECb)	Book time
Demonstrate understanding of literal meaning of stories by making comments. (1.C.ECc)	Book time
Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes. (2.A.EC)	Centers, group writing
Show independent interest in reading-related activities. (2.B.EC)	
Use scribbles, approximations of letters, or known letters to represent written language. (3.A.EC)	Buddy reading
Dictate stories and experiences. (3.B.EC)	Play plans, centers
Use drawing and writing skills to convey meaning and information. (3.C.EC)	
Listen with understanding and respond to directions and conversations. (4.A.EC)	Play plans, writing center
Communicate needs, ideas and thoughts. (4.B.EC)	Play plans, centers
Seek answers to questions through active exploration. (5.A.EC)	Turn to a friend & share
Relate prior knowledge to new information. (5.B.EC)	Turn to a friend & share
Communicate information with others. (5.C.EC)	Centers

Maintain the native language for use in a variety of purposes. (28.A.EC)	Centers
Use and maintain the native language in order to build upon and develop transferable language and literacy skills. (30.A.EC)	Turn to a friend & share

Books/Materials

ORAL LANGUAGE

Comprehensive Literacy Resource - Trehearne, Chapter 1

COMPREHENSION

DLM Oral Language Development Cards

BLL Grocery Store Unit

BLL Aquarium Unit

CONCEPTS OF PRINT

Learning About Print in Preschool - Strickland and Schickedanz

ALPHABETIC PRINCIPLE

Comprehensive Literacy Resource - Trehearne, Chapter 4

CLC Preschool Curriculum - Cycle 4

Literacy Skill Oral Language - Participates in fingerplays, rhymes, and songs Concepts of Print - Print carries a message Phonological Awareness - Rhyming	
Key Experience/Benchmark	Routine/Activity
MOVEMENT	
Engage in activity play using gross motor skills. (19.A.ECa)	Playground, P.E. Motor time
Engage in activity play using fine motor skills. (19.A.ECb)	Centers, graphic practice
Coordinate movements to perform complex tasks. (19.B.EC)	Playground, P.E. centers
Participate in developmental activities related to physical fitness. (20.A.EC)	Playground, P.E. Motor time
Exhibit increased endurance. (20.B.EC)	Playground, P.E. Motor time
Investigate the elements of dance. (25.A.ECb)	Circle, Large motor time
Participate in dance activities. (26.A.ECb)	Circle, Large motor time
MUSIC	
Investigate the elements of music. (25.A.ECc)	Circle time, songs
Participate in music activities. (26.A.ECc)	Circle time, songs

Books/Materials

ORAL LANGUAGE

Oral Language and Early Literacy in Preschool - Roskos, Tabors and Lenhart

CONCEPTS OF PRINT

Writing in Preschool - Schickedanz and Casbergue

PHONOLOGICAL AWARENESS

Phonics Lessons, Letters, Words, and How They Work - Pinnell and Fountas, pp. 105-116, 153-160

CLC Preschool Curriculum - Cycle 5

Literacy Skill Oral Language - Following directions Comprehension - Vocabulary descriptors, Relational concepts Concepts of Print - Identifies book parts Phonological Awareness - Alliteration	
Key Experience/Benchmark	Routine/Activity
CLASSIFICATION	
Collect, describe and record information. (11.A.ECa)	Science center
Investigate and categorize living things in the environment. (12.A.ECa)	Science center
Use common weather-related vocabulary (e.g. rainy, snowy, sunny, windy). (12.E.ECa)	Routine - weather
Participate in recycling in their environment. (12.E.ECb)	Routine
Recognize similarities and differences in people. (18.A.EC)	
Make comparisons of quantities. (6.D.EC)	
Sort and classify objects by a variety of properties. (8.A.EC)	
Recognize geometric shapes and structures in the environment. (9.A.EC)	
SERIATION	
Make comparisons among objects that have been observed. (12.C.EC)	
Demonstrate a beginning understanding of measurement using non-standard units and measurement words. (7.A.ECa)	
Show an understanding of and use comparative words. (7.B.EC)	
Incorporate estimating and measuring activities into play. (7.C.EC)	
Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors. (8.B.ECa)	
Begin to order objects in series or rows. (8.B.ECb)	
Describe qualitative change, such as measuring to see who is growing taller. (8.D.EC)	
Represent data using concrete objects, pictures, and graphs. (10.A.ECa)	

<p>Books/Materials</p> <p>ORAL LANGUAGE BLL - Restaurant Unit</p> <p>COMPREHENSION <u>Oral Language and Early Literacy in Preschool</u> - Roskos, Tabor and Lenhart DLM Oral Language Development Cards</p> <p>CONCEPTS OF PRINT <u>Learning About Print in Preschool</u> - Strickland and Schickedanz</p> <p>PHONOLOGICAL AWARENESS <u>Phonics Lessons, Letters, Words, and How They Work</u> - Pinnell and Fountas</p>
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CLC Preschool Curriculum - Cycle 6

Literacy Skill	
Oral Language - Asks and answers questions	
Comprehension - Predicts what will happen	
Phonological Awareness - Segments names/words	
Alphabetic Principle - Corresponds some letter sounds to some letters	
Key Experience/Benchmark	Routine/Activity
NUMBER	
Use concepts that include number recognition, counting and one-to-one correspondence. (6.A.ECa)	
Count with understanding and recognize "how many" in sets of objects. (6.A.ECb)	
Solve simple mathematical problems. (6.B.EC)	
Explore quantity and number. (6.C.ECa)	
Connect numbers to quantities they represent using physical models and representations. (6.C.ECb)	
Participate in situations that involve addition and subtraction using manipulatives. (8.C.EC)	
SCIENTIFIC THINKING	
Use scientific tools such as thermometers, balance scales, and magnifying glasses for investigation. (11.B.ECa)	Science center
Become familiar with the use of devices incorporating technology. (11.B.ECb)	Computer & listening center
Describe and compare basic needs of living things. (12.B.EC)	
Describe the effects of forces in nature(e.g. wind, gravity, and magnetism). (12.D.EC)	
Express wonder and ask questions about their world. (13.B. ECb)	Centers
Identify body parts and their functions. (23.A.EC)	
Make predictions about what will happen next. (10.A.ECb)	
Gather data about themselves and their environment. (10.B.EC)	

Books/Materials

ORAL LANGUAGE

BLL - Firehouse unit

COMPREHENSION

Using Children's Literature in Preschool - Morrow and Gambrell

PHONOLOGICAL AWARENESS

Comprehensive Literacy Resource - Trehearne, Chapter 2

ALPHABETIC PRINCIPLE

Phonics Lessons, Letters, Words, and How They Work - Pinnell and Fountas, pp. 309-340

CLC Preschool Curriculum - Cycle 7

Literacy Skill Oral Language - Gives simple descriptions of past events Comprehension - Retells what happened Concepts of Print - Understands the direction of text	
Key Experience/Benchmark	Routine/Activity
TIME	
Identify basic concepts associated with night/day and seasons. (12.F.EC)	Routine - calendar
Recall information about the immediate past. (16.A.EC)	Recall
Construct a sense of time through participation in daily activities. (7.A. ECb)	Routine - schedule
Starting and stopping an action on a signal. (High Scope)	
Experiencing and describing rates of movement. (High Scope)	
Experiencing and comparing time intervals. (High Scope)	
SPACE	
Locate objects and places in familiar environments. (17.A.ECa)	
Express beginning geographic thinking. (17.A.ECb)	
Find and name locations with simple words, such as "near." (9.B.EC)	
Filling and emptying. (High Scope)	
Fitting things together and taking them apart. (High Scope)	Sand/water table
Changing the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing). (High Scope)	Play dough
Observing people, places, and things from different spatial viewpoints. (High Scope)	
Interpreting spatial relations in drawings, pictures, and photographs. (High Scope)	

Books/Materials

ORAL LANGUAGE

BLL - Farm Unit

COMPREHENSION

Comprehensive Literacy Resource - Trehearne, Chapter 1

CONCEPTS OF PRINT

Learning About Print in Preschool - Strickland and Schickedanz