

Start-up Guide

*Curriculum Overview and Support
for Lesson Planning*



CIRCLE
PRE-K
CURRICULUM

by the
Children's Learning Institute

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CIRCLE Pre-K Curriculum Overview

THE CIRCLE PRE-K CURRICULUM FEATURES:

- Comprehensive coverage of skill domains supporting cognitive and social and emotional development
- Balance of teacher-directed lessons and child-initiated activities
- Daily playful and purposeful experiences across whole group, small group, and center time
- Lesson scripting that follows a teaching and learning cycle
- Flexible *Theme Guides* for building language and background knowledge through meaningful and relevant experiences
- Scaffolds and teacher tips for modifying lessons
- Authentic videos of lessons in action (available through the online CIRCLE Activity Collection)
- English and Spanish versions

CURRICULUM COMPONENTS

The CIRCLE Pre-K Curriculum is comprised of a variety of resources designed to support your weekly planning and delivery of instruction.

- *Scope and Sequences*
- *Theme Guides*
- Supplemental Resources (print version only)



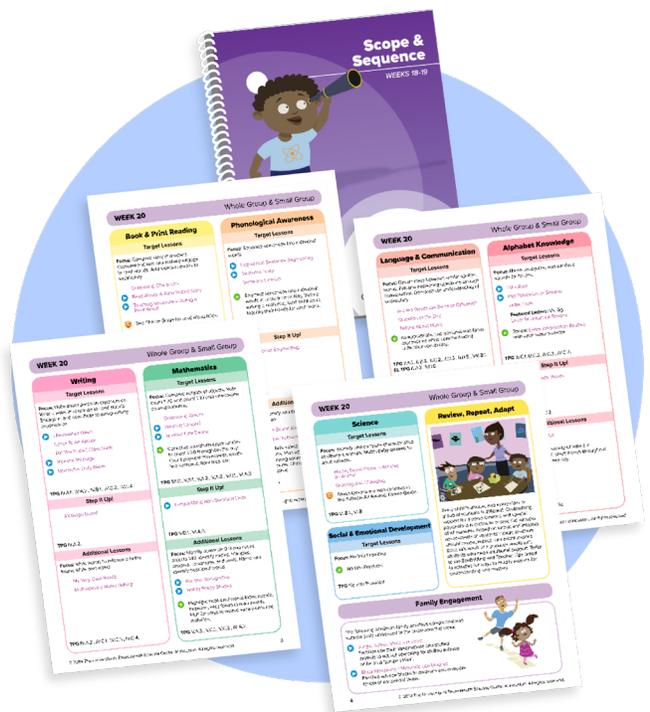
The CIRCLE Pre-K Curriculum includes *Scope and Sequences* and *Theme Guides* for addressing all aspects of the prekindergarten day throughout the school year. These components are supported by a comprehensive bank of high-quality lessons. Lessons are scripted, providing guidance for teachers to move through a cycle of modeling, guided practice, and independent practice. Many of the lessons are accompanied by videos showing demonstrations of the lessons in authentic settings. Lessons also include Teacher Tips, which provide ideas for extensions and changes, and Scaffolds, which suggest ways to adjust lessons based on children’s individual needs. These ideas for how to differentiate instruction help teachers deliver lessons that are appropriate and targeted for the children in their group or class, whether children are three- or four-years-old, or need more foundational or more advanced support.

The *Scope and Sequences* and *Theme Guides* work together to provide weekly instruction that comprehensively supports the cognitive, social, and emotional development of prekindergarten children. As teachers use these resources to plan lessons for a week, they have the ability to select fewer lessons to teach, and to adjust how quickly they move from one week of content to the next. This flexibility is especially helpful for teachers with three-year-olds and for teachers of half-day programs.

Scope and Sequence

The *Scope and Sequence* is the primary curriculum component. It addresses skills in a sequence that ensures progression of skills across the school year. The *Scope and Sequences* cover 35 weeks of instruction. Lessons are organized into the following categories with other skill domains integrated:

- Book & Print Reading
- Phonological Awareness
- Language & Communication
- Alphabet Knowledge
- Writing
- Mathematics
- Science
- Social & Emotional Development



WEEK 3	Whole Group & Small Group	WEEK 3	Whole Group & Small Group
<p style="text-align: center;">Book & Print Reading</p> <p style="text-align: center;">Target Lessons</p> <p>Focus: Add new words to speaking vocabulary. Use the classroom library and handle books with care. Retell stories read aloud.</p> <ul style="list-style-type: none"> ▶ Acting Out Words ▶ Caring for Books ▶ Read Aloud Retell <p>📌 See <i>Theme Guide</i> for read aloud titles.</p> <hr/> <p style="text-align: center;">Step It Up!</p> <ul style="list-style-type: none"> ★ See Scaffolding and Teacher Tips noted on lessons. <hr/> <p style="text-align: center;">Additional Lessons</p> <p>Focus: Recognize names and other familiar print in the environment. Read a rhyme while attending to concepts of print.</p> <ul style="list-style-type: none"> ▶ Environmental Print Interactive Chart ▶ Little Red Box 	<p style="text-align: center;">Phonological Awareness</p> <p style="text-align: center;">Target Lessons</p> <p>Focus: Separate sentences into individual words.</p> <ul style="list-style-type: none"> ▶ Listening for Words ▶ Sentence Hopscotch ▶ Word Toss <p>★ Children enjoy hearing their names. Use children as the subject of sentences. For early instruction and practice, plan sentences with only two to four words.</p> <hr/> <p style="text-align: center;">Step It Up!</p> <ul style="list-style-type: none"> ▶ Move to Words ▶ Word Squares <hr/> <p style="text-align: center;">Additional Lessons</p> <ul style="list-style-type: none"> ▶ Rhyme Time Transition ▶ Willoughby Wallaby Woo 	<p style="text-align: center;">Language & Communication</p> <p style="text-align: center;">Target Lessons</p> <p>Focus: Practice answering questions and engage in conversation. Use descriptive vocabulary. Listen to and identify locations of sounds.</p> <ul style="list-style-type: none"> ▶ Find the Sound ▶ Question of the Day ▶ Toss and Tell <p>★ Prompt children to engage in partner talk during <i>Question of the Day</i> and other circle time and small group experiences.</p> <hr/> <p style="text-align: center;">Step It Up!</p> <ul style="list-style-type: none"> ▶ Guess the Voice ▶ Pictures Need a Thousand Words <hr/> <p style="text-align: center;">Additional Lessons</p> <ul style="list-style-type: none"> ▶ Hear It, Say It <p>★ Look for many opportunities during the day to engage children in talk. Strive to have a minimum of one back-and-forth conversation with every child by the end of the week.</p>	<p style="text-align: center;">Alphabet Knowledge</p> <p style="text-align: center;">Target Lessons</p> <p>Focus: Name, recognize, and produce sounds for letters.</p> <ul style="list-style-type: none"> ▶ Alphabet Hokey Pokey ▶ Grab Bag <p>Featured Letters: Mm, Ss, Kk</p> <p>▶ Letter Introduction Routine</p> <p>★ Repeat <i>Letter Introduction Routine</i> with each featured letter.</p> <hr/> <p style="text-align: center;">Step It Up!</p> <ul style="list-style-type: none"> ▶ Words We Know Alphabet Book <hr/> <p style="text-align: center;">Additional Lessons</p> <ul style="list-style-type: none"> ▶ Sentence Strip Name Book <p>★ Address a variety of letters in meaningful, playful ways throughout the day, every day.</p>
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WEEK 3	Whole Group & Small Group	WEEK 3	Whole Group & Small Group
<p style="text-align: center;">Writing</p> <p style="text-align: center;">Target Lessons</p> <p>Focus: Value different ways of writing (e.g., scribble-like marks, symbols, pictures). Engage in model writing experiences.</p> <ul style="list-style-type: none"> ▶ Modeled Daily News ▶ Morning Message ▶ People Write in Different Ways ▶ Skywriting <hr/> <p style="text-align: center;">Step It Up!</p> <ul style="list-style-type: none"> ▶ Shared Daily News <p>★ Return to the <i>Daily News</i> and <i>Morning Message</i> to allow children to reread the writing and add illustrations that match the message.</p> <hr/> <p style="text-align: center;">Additional Lessons</p> <ul style="list-style-type: none"> ▶ Skywriting—Lines ▶ Skywriting—Curves and Circles <p>★ Skywriting lines, curves, and circles is an engaging way to familiarize children with the vocabulary and motions associated with letter features and formations.</p>	<p style="text-align: center;">Mathematics</p> <p style="text-align: center;">Target Lessons</p> <p>Focus: Rote count 1–5. Count 1–3 with one-to-one correspondence. Organize data in graphs.</p> <ul style="list-style-type: none"> ▶ Counting Throughout the Day ▶ Counting Transitions ▶ Number Line Dance ▶ Yes or No Graphs <hr/> <p style="text-align: center;">Step It Up!</p> <ul style="list-style-type: none"> ▶ One Little, Two Little <p>★ Based on children's current counting skills, go beyond numbers 1–5 using the Target Lessons.</p> <hr/> <p style="text-align: center;">Additional Lessons</p> <ul style="list-style-type: none"> ▶ What's the Same? 	<p style="text-align: center;">Science</p> <p style="text-align: center;">Target Lessons</p> <p>Focus: Use a balance to compare the weights of objects.</p> <p>▶ Using a Balance</p> <p>📌 Incorporate theme related objects when teaching <i>Using a Balance</i>. Children's interactions with the objects in this lesson will create opportunities to hear and use object names in meaningful ways. Refer to the <i>I'm Me! I'm Special! Theme Guide</i> for ideas.</p>	<p style="text-align: center;">Social & Emotional Development</p> <p style="text-align: center;">Target Lessons</p> <p>Focus: Regulate behavior according to the rules of a game. Use kind words and actions to make a new friend. Learn about others' likes and perspectives.</p> <ul style="list-style-type: none"> ▶ Hand-Off: Hot Potato ▶ Making Friends ▶ Our Favorites <p>★ Continue to review classroom rules and procedures. Consistently use <i>Equity Sticks</i> and <i>Partner Talk</i> to make them a routine part of instruction.</p>
<p>Review, Repeat, Adapt</p> <p>Every child is unique, and every class or group of students is different. Customizing support for diverse learners and special populations is critical to ensure the success of all students. Based on formal and informal assessments of students' needs, teachers should review, repeat, and adapt lessons (from this week or a previous week) with students who need additional support. Refer to the Scaffolding and Teacher Tips noted in activities for ways to modify lessons for understanding and mastery.</p>			
<p style="text-align: center;">Family Engagement</p> <p>The following hands-on family activities complement and support skills addressed in the classroom this week.</p> <ul style="list-style-type: none"> ▶ Name Hopscotch / Rayuela con nombres Families playfully interact with children to increase familiarity with the letters in their child's name and the spelling of their child's name. ▶ Pet Care / Cuidado de mascotas Families use a stuffed animal to practice caring for a pet and its needs. 			
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See the Skill Domain Areas Addressed section of this *Teacher's Manual* for detailed information on each of the above categories to learn the skills addressed and the progression of skills.

The *Scope and Sequence* indicates the names of lessons designated for the week. Lesson names are always indicated in colored font. You can view the detailed lesson at CLIEngage.org or in the printed *Scope and Sequence* book.

WEEK 18		Whole Group & Small Group
<p>Language & Communication</p> <p>Target Lessons</p> <p>Focus: Demonstrate understanding of new vocabulary. Listen for and repeat a series of directions. Practice answering questions through conversation.</p> <ul style="list-style-type: none"> ▶ Question of the Day ▶ Sculpting Animals Teddy Bear, Teddy Bear ★ Ensure children are provided 3-5 seconds of think time before responding to questions. <p>Step It Up!</p> <p>Silly Sentence Game</p> <p>🗨️ Consider using theme related picture cards for the Silly Sentence Game.</p> <p>Additional Lessons</p> <p>Focus: Listen for and repeat a series of directions. Use descriptive vocabulary.</p> <ul style="list-style-type: none"> Red Rover I Spy Places 	<p>Alphabet Knowledge</p> <p>Target Lessons</p> <p>Focus: Name, recognize, and produce sounds for letters.</p> <ul style="list-style-type: none"> ▶ Snake or Not Alike ▶ Words We Know Alphabet Book <p>Featured Letters: Rr, Ee, Yy Letter Introduction Routine</p> ★ Repeat Letter Introduction Routine with each featured letter. <p>Step It Up!</p> <ul style="list-style-type: none"> ▶ I Spy Environmental Print My Special Letter <p>Additional Lessons</p> <ul style="list-style-type: none"> Letter Sound Picture Match Sentence Strip Name Book Mixed-Up Names ★ Address a variety of letters in meaningful, playful ways throughout the day, every day. 	<p>Sculpting Animals</p> <p>Children will explore with clay to create an animal while learning the words for different techniques.</p> <p>Materials</p> <ul style="list-style-type: none"> craft sticks modeling dough or clay pictures of animals <p>Preparation</p> <p>Divvy up the clay onto paper plates for each child. Each child needs enough to create an animal. Have craft sticks available, one for each child, to use for cutting. Gather pictures of different animals, for example, octopus, cat, mouse, turtle, caterpillar, for each group of children.</p> <p>▶ Video demonstration available at CLIEngage.org</p> <p>Introduce</p> <p>"You will use clay to create an animal using your hands. As you create your animals you will roll, pinch, squeeze, pat, and cut the clay. I will show you how to do all these things as you create your animal." Hold up a ball of clay three inches in diameter. Use the same ball of clay to model each action.</p> <p>"Rolling looks like this." Model. "What is this?" Choral response: "Rolling."</p> <p>"Pinching looks like this." Model how to pinch parts of the ball into a point. "What is this?" Choral response: "Pinching."</p> <p>"Squeezing looks like this." Model. "What is this?" Choral response: "Squeezing."</p> <p>"Patting looks like this." Model. "What is this?" Choral response: "Patting."</p> <p>"Cutting looks like this." Model using the Popsicle stick to cut the clay. "What is this?" Choral response: "Cutting."</p> <p>"You will roll, pinch, squeeze, pat, and cut your clay as you make animals."</p> <p>Model and Explain</p> <p>Show one set of animal pictures to the whole group as you name each animal. Lay out one set of animal pictures on each table. "I want to make a monkey with my clay!" Think out loud as you go through the steps of creating a monkey.</p>

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The flexible design of the *Scope and Sequence* allows you to select the day of the week and setting (whole group or small group) for each lesson. Lessons can be used multiple times across the week as concepts are introduced, practiced, and reinforced. You determine which lessons to repeat and the number of times. There are three categories of Scope and Sequence lessons: Target Lessons, Step It Up! and Additional Lessons. Descriptions for each category and age-specific guidance are provided below.

PK-4 Lesson Categories

Target Lessons	Use each lesson with all children one or more times during the week to ensure skill coverage and progression. Repeat lessons across the week as needed or desired.
Step It Up!	Use these optional lessons with children who might benefit from more challenging tasks than those included in the Target Lessons.
Additional Lessons	Additional Lessons are Target Lessons from previous weeks in the curriculum. Use these optional lessons to address a greater range of skills and to revisit previously taught lessons. Repeat lessons across the week as needed or desired.

PK-3 Lesson Categories

Target Lessons Use **one or more lessons** per domain each week to ensure skill progression and coverage. Choose Target Lessons based on children's needs. Repeat lessons across the week as needed.

Step It Up! Step It Up! lessons are not intended for three-year-old children.

Additional Lessons Additional Lessons are Target Lessons from previous weeks in the curriculum. Use these **optional lessons** to revisit previously taught lessons and to address a greater range of skills. Repeat lessons across the week as needed or desired

A Family Engagement section is also included in every *Scope and Sequence*. These activities can be provided to families as a way to enhance the family-school partnership and encourage families to engage in playful learning experiences. Through these activities, families become involved in supporting the skills children are learning that week in school. Learn more in the Family Engagement section of this *Teacher's Manual*.

Theme Guide

Theme Guides work in partnership with the *Scope and Sequence* to organize meaningful, hands-on lessons and experiences around a common theme. While the *Scope and Sequence* ensures systematic coverage of all skill domains, the *Theme Guide* enhances the *Scope and Sequence*. There are ten themes designed to address concepts and experiences that build important background and content area knowledge. In addition to supporting the skill domains from the *Scope and Sequence*, *Theme Guides* address:

- Fine Arts
- Physical Development
- Social Studies
- Technology

Using a *Theme Guide* in conjunction with the *Scope and Sequence* ensures comprehensive coverage of all skill domain areas while addressing all aspects of the prekindergarten schedule.

Within each theme is a set of topics, or subthemes. Each topic addresses approximately one week of activities and lessons for all aspects of the prekindergarten day. Topics are flexible, allowing teachers to spend more or less than one week on a topic, if desired.

Welcome to Pre-K! is an integrated *Scope and Sequence* and *Theme Guide* designed to address the particular needs of young children during the first two weeks of prekindergarten.

Integrated Scope and Sequence and Theme Guide	Topics	Weeks
Welcome to Pre-K!	My School	Week 1
	My Friends	Week 2

Beginning with week 3 of school, teachers can use themes in any order or follow the suggested sequence provided below.

Suggested Theme Sequence

Theme	Topics	Scope and Sequence
I'm Me! I'm Special!	My Home and Family My Amazing Body My Five Senses My Important Feelings	Weeks 3-6
All Around My Community	Places in My Community People and Jobs in My Community Getting Around in My Community Construction in My Community	Weeks 7-10
It's Harvest Time!	Signs of Fall Harvest Harvesting Crops Bringing the Harvest Home	Weeks 11-13
The Sky Above Me	The Cloudy Sky The Sunny Sky The Night Sky The Seasonal Sky	Weeks 14-17
Animals All Around	Animal Bodies and Movements Animal Homes and Habitats Animal Babies and Diets Animal Adaptations and Habits	Weeks 18-21
I'm Healthy! I'm Safe!	My Safe and Active Body My Safe and Healthy Eating Habits My Healthy Body and Teeth	Weeks 22-24
Get Moving!	Moving Through Air Moving on Land Moving on Water	Weeks 25-27
The Earth Around Me	Land All Around Plants All Around Water All Around Caring All Around	Weeks 28-31
Creepy Crawly Critters	Critter Bodies and Movements Critter Homes and Habitats Critter Life Cycle and Diet Critter Adaptations and Habits	Weeks 32-35

Theme Guides are organized into three sections to support lesson planning and implementation. The three sections are described below.

- **Whole Group and Small Group Theme Lessons:** Offers additional whole group and small group lessons that may not be included in the *Scope and Sequence*. These supplemental lessons appear in the *Theme Guide* because they directly connect to theme concepts.
- **Theme Extenders:** Offers suggestions for ways to integrate theme vocabulary, read aloud books, and activities with the *Scope and Sequence* activities and lessons.
- **Learning Centers:** Offers recommendations for adding thematic materials and activities to supplement or replace your classroom’s existing center materials and activities.

Like the *Scope and Sequence*, the *Theme Guide* indicates the names of lessons designated for the topic. Lesson names are always indicated in colored font. You can view the detailed lesson at CLIEngage.org or in the printed *Theme Guide* book.

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My Important Feelings

Essential Ideas:

- I have different feelings.
- My feelings change for different reasons.
- My body can show others how I feel.
- I can use my words to communicate how I feel.

Whole Group & Small Group Theme Lessons

Select from these whole and small group lessons to supplement those indicated on the *Scope and Sequence*.

Language & Communication

- Connecting Vocabulary to Our Lives

Social & Emotional Development

- Feeling Faces
- Name My Emotion
- Owen
- Role-play different scenarios that occur in the classroom that can cause sadness, anger, or fear. Model how to communicate using words instead of negative actions. Examples: Someone taking a material away during centers; someone pushing in line

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Name My Emotion

Children will listen to scenarios and match them to an emotion card.

Materials

- pictures and scenarios (download PDF)

Preparation

Print and cut out one set of emotion cards and scenario cards. Laminate if desired.

Introduce

"Today we will talk about different kinds of emotions. An emotion is the way you feel."

Model and Explain

"I'm going to pretend to have different emotions. You will listen carefully to what I say, and watch what I do with my face and body. All of my actions will give you hints about which emotion I am showing you. You will choose what emotion I have from the emotion cards. If you pick the right card, the student team wins the card. If not, I win the card. Whichever team has the most cards at the end wins."

"First let's review each of the emotion cards you will see today." Show each emotion card, name the emotion, and discuss briefly using the notes in Teacher Tips. Repeat this routine with each emotion card.

Guide Practice

Place emotion cards on the table.

"I will act out emotions from these cards. You will point to and name the emotion."

Have children restate their directions: "Point to and name the emotion."

Act out an emotion from the scenario cards, using some of the actions and phrases provided or using your own.

Call on a student. "Can you point to and name my emotion?"

Student names the emotion and points to a card. Scaffold children's responses. Repeat this routine with each scenario card or as time allows.

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Refer to the overview section at the front of each *Theme Guide* for additional information to support implementation of particular themes.

Downloadable Resources

Picture cards or workmats are included with some lessons. The availability of these resources is indicated by a PDF icon in the Materials section of the lesson. Teachers can print these resources from the digital curriculum or use similar materials of their own.

Some lessons require materials not included as supplemental resources. In these cases, directions are provided for creating the resource.

Understanding Icons

-  Identifies lessons with English video demonstrations. Visit the digital lesson in the CIRCLE Activity Collection at CLIEngage.org to view these lessons in action with children.
-  Identifies lessons with Spanish video demonstrations. Visit the digital lesson in the CIRCLE Activity Collection at CLIEngage.org to view these lessons in action with children. English videos may be available when Spanish videos are not. To view the lesson in English, visit the Spanish digital lesson, then click the “View Activity in English” button.
-  Indicates lessons recommended for use in a small group setting. Most lessons are appropriate in either whole group or small group settings. Teachers determine the setting based on children’s needs, materials, and classroom management considerations. complete book
-  Indicates notes or tips for preparing and delivering lessons or activities.
-  Reminds you to select and use a *Theme Guide* in conjunction with the *Scope and Sequence*.
-  Indicates songs and rhymes found in *The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants* by Jackie Silberg and Pam Schiller for English curriculum users or in *The Bilingual Book of Rhymes, Songs, Stories, and Fingerplays* por Pam Schiller, Rafael Lara-Alecio, y Beverly J. Irby for Spanish curriculum users. Most songs and rhymes can also be found through an online search.



Lesson Planning

A teacher’s approach to lesson planning is a unique process informed by various factors, including the daily schedule and children’s developmental needs. The CIRCLE Pre-K Curriculum components flexibly meet the needs of full- and half-day prekindergarten programs, and those serving three- and four-year-old children.

The *Scope and Sequence* and *Theme Guide* are used together to comprehensively plan how children will engage in whole group (circle time), small groups, and centers during a week. The flexible design allows you to select the day of the week and the setting (whole or small group) for each lesson. Lessons can be used multiple times across the week as concepts are introduced, practiced, and reinforced. The teacher determines which lessons to repeat and how many times they will be repeated. This flexibility also allows teachers to easily prepare for a full-day schedule or adjust to a half-day program simply by selecting fewer lessons and activities when planning.

The CIRCLE Pre-K Curriculum can address children's diverse developmental and instructional needs in multiple ways. Along with Target Lessons, teachers can review previous content by selecting from the Additional Lessons, and challenge children by choosing Step it Up! lessons. Lessons can be extended using the Teacher Tips, and the sample scaffolds can be used to either support or challenge a learner. Teachers should plan each week using the flexible features of the *Scope and Sequence* and *Theme Guide* to meet the specific needs of the children in the class.

Example Lesson Plans

Navigating a new curriculum can be challenging with the time constraints teachers experience. Completed lesson plans are available in the Resources and Support section of the digital curriculum on CLI Engage to support successful implementation. Each lesson plan provides the ability to download and use as it is written or adjust and edit the lesson plan based on the needs and requirements of the class.

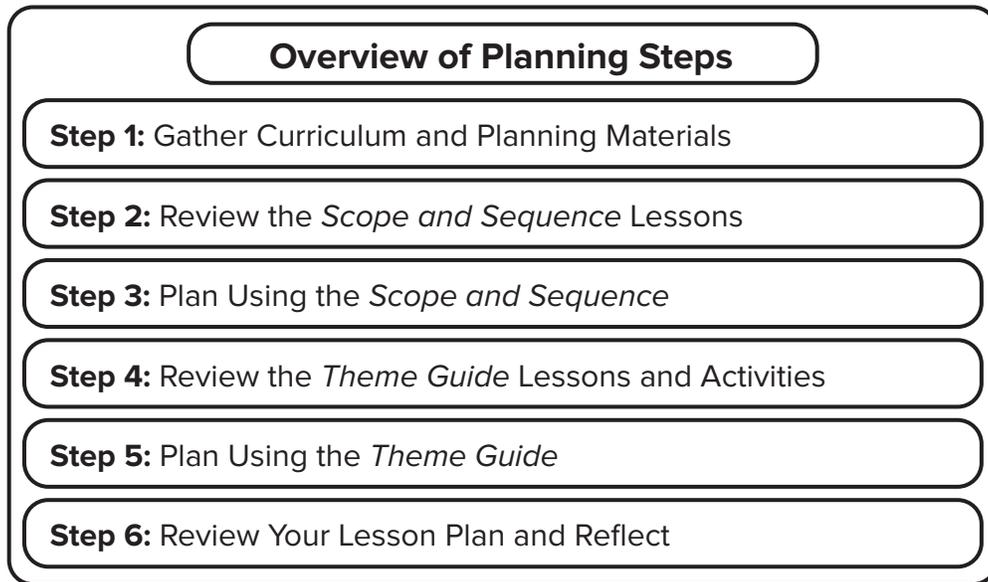
The example lesson plans can also be adapted for use in half-day and three-year-old classrooms. Refer to the Guidance for PK-3 Lesson Planning in Resources and Support of the digital curriculum for insights on tailoring the example lesson plans to address the specific developmental needs and learning goals of younger prekindergarten children.

How to access the Example Lesson Plans:

- Log into CLI Engage at <https://cliengage.org>.
- Select the blue CIRCLE Pre-K Curriculum button from the dashboard.
- From the Quick Links sidebar, select Resources and Support.
- Locate the Lesson Planning Resources section, where you will find example lesson plans, planning guidance, and more.

Steps for Lesson Planning

Effective planning is a detailed process that includes planning for teacher-led and child-initiated experiences, preparing and gathering materials, and adjusting the physical environment to support language and learning. Step-by-step planning guidance on how to use each component of the curriculum to plan for a week of instruction is provided for programs and educators who prefer building their own lesson plans from start to finish



Recognizing the distinct needs of three- and four-year-old children, separate guidance is provided for PK-3 and PK-4 classrooms. Please refer to the Steps for Lesson Planning best suited for your classroom.

PK-4 Steps for Lesson Planning

There are three *Scope and Sequence* lesson categories. For PK-4 planning, all Target Lessons should be included in the lesson plan. Step It Up and Additional Lessons can be added as needed.

PK-4 Lesson Categories	
Target Lessons	Use each lesson with all children one or more times during the week to ensure skill coverage and progression. Repeat lessons across the week as needed or desired.
Step It Up!	Use these optional lessons with children who might benefit from more challenging tasks than those included in the Target Lessons.
Additional Lessons	Additional Lessons are Target Lessons from previous weeks in the curriculum. Use these optional lessons to address a greater range of skills and to revisit previously taught lessons. Repeat lessons across the week as needed or desired.

Below, you will find guidance on how to effectively plan for PK-4 using the curriculum components.



Step 1 Gather Curriculum and Planning Materials

1. *Scope and Sequence* for the week you are planning—for example, use the Week 3 *Scope and Sequence* for the third week of the year
2. *Theme Guide*—a recommended theme sequence is included in the *Theme Guide* section of this *Teacher's Manual*
3. Any preferred lesson plan document or tool—a sample template is available in the Resources and Support section of the digital curriculum that can be downloaded and modified as needed
4. Assessment data—formal and informal data are critical considerations throughout the planning process and should be considered in each step



Step 2 Review the *Scope and Sequence* Lessons

Identify the skills addressed this week. Look at the lessons indicated in colored font and briefly review the detailed/scripted version of each lesson. For each lesson, determine the following:

- Will I use the lesson?
Note: Use of all Target Lessons ensures comprehensive skill coverage and progression. Lessons in the Step It Up! and Additional Lessons sections are optional.
- If you will use the lesson:
 - Will the lesson be used with all children or only some children during the week?
 - Can/should the lesson take place more than once?
 - Will the lesson occur in a whole group or small group setting?



Step 3 Plan Using the *Scope and Sequence*

Add the names of *Scope and Sequence* lessons to your lesson plan according to decisions made in Step 2.



Step 4 Review the *Theme Guide* Lessons and Activities

Review the three sections for the Topic: 1) Whole Group and Small Group Theme Lessons, 2) Theme Extenders, and 3) Learning Centers.

Determine the following:

- Will I use the lesson or activity?
- Will it take place in whole group or small group setting?

Note: Demonstrate/practice a center activity during whole group or small group(s) and ensure children can successfully engage in the activity independently before adding it to a center.

Step 5 Plan Using the Theme Guide

- Add *Theme Guide* lessons and activities to your lesson plan according to decisions made in Step 4.
- Document any adaptations you will make to *Scope and Sequence* lessons in order to incorporate the theme into your lessons.

Step 6 Review Your Lesson Plan and Reflect

Review the lesson plan carefully to ensure all components of the school day have been addressed. For example:

- Are all learning domains addressed?
- Is each component of the daily schedule accounted for?
- Is it necessary to back up to earlier lessons for any skills?
- Note: This may apply to the whole class or to particular children who may benefit from targeted small group instruction.
- Have you determined which transitions you will use?
- Do you know what books and materials are needed?



PK-3 Steps for Lesson Planning

Lesson planning for PK-3 requires a different approach from PK-4. Children in PK-3 classrooms are not expected to master weekly goals or successfully engage in curriculum activities and lessons without support. Instead, the focus is on providing repeated exposure and supported practice, allowing children to develop a strong knowledge base and begin to build foundational skills across various learning domains. The ultimate objective is to prepare children for more challenging content and learning experiences in PK-4. It is important to respect each child’s developmental stage and the background knowledge they bring to each learning experience. Some children will be in the early stages of exploring a particular skill, while others may be further along in their skill development.

There are three *Scope and Sequence* lesson categories. For PK-3 planning, select at least one Target Lesson for each domain by identifying activities that best match your children's needs. While not all Target Lessons will be used for PK-3 planning, it is important to include weekly instruction on each of the “Featured Letters” in the Alphabet Knowledge domain. Step It Up! lessons are not intended for three-year-old children. Additional Lessons are optional and can be used as needed.

PK-3 Lesson Categories	
Target Lessons	Use one or more lessons per domain each week to ensure skill progression and coverage. Choose Target Lessons based on children's needs. Repeat lessons across the week as needed.
Step It Up!	Step It Up! lessons are not intended for three-year-old children.
Additional Lessons	Additional Lessons are Target Lessons from previous weeks in the curriculum. Use these optional lessons to revisit previously taught lessons and to address a greater range of skills. Repeat lessons across the week as needed or desired

Below, you will find guidance on how to effectively plan for PK-3 using the curriculum components.



Step 1 Gather Curriculum and Planning Materials

5. *Scope and Sequence* for the week you are planning—for example, use the Week 3 *Scope and Sequence* for the third week of the year
6. *Theme Guide*—a recommended theme sequence is included in the *Theme Guide* section of the *Teacher’s Manual*
7. Any preferred lesson plan document or tool—a sample template is available in the Resources and Support section of the digital curriculum that can be downloaded and modified as needed
8. Assessment data—formal and informal data are critical considerations throughout the planning process and should be considered in each step



Step 2 Review the *Scope and Sequence* Lessons

Identify the skills addressed this week by reading the Focus for each learning area. Look at the lessons indicated in colored font (pink) and briefly review the detailed/scripted version of each lesson. For each lesson, determine the following:

- Will I use the lesson?
Note: Use at least one Target Lesson per domain to ensure comprehensive skill coverage and progression. Be sure to include instruction on each "Featured Letter" for Alphabet Knowledge. Step It Up! lessons will not be used with three-year-old children, and Additional Lessons are optional.
- If you will use the lesson:
 - Will the lesson be used with all children or only some children?
 - How much time will the lesson require?
 - Can/should the lesson unfold across multiple days to support the amount of time children are able to attend to a task?
 - Can/should the lesson take place more than once?
 - Will the lesson take place in a whole group or small group setting?



Step 3 Plan Using the *Scope and Sequence*

Add the names of *Scope and Sequence* lessons to your lesson plan according to decisions made in Step 2.



Step 4 Review the *Theme Guide* Lessons and Activities

Review the three sections for the Topic: 1) Whole Group and Small Group Theme Lessons, 2) Theme Extenders, and 3) Learning Centers

Determine the following:

- Will I use the lesson or activity?
- Will it take place in whole group or small group(s)?

Note: Demonstrate/practice a center activity during whole group or small group(s) and ensure children can successfully engage in the activity before adding it to a center.



Step 5 Plan Using the *Theme Guide*

Add *Theme Guide* lessons and activities to your lesson plan according to decisions made in Step 4. Document any adaptations you will make to *Scope and Sequence* lessons to incorporate the theme into your lessons.



Step 6 Review Your Lesson Plan and Reflect

Review the lesson plan carefully to ensure all components of the school day have been addressed. For example:

- Are all learning domains addressed?
- Is each component of the daily schedule accounted for?
- Is it necessary to back up to earlier lessons for any skills?

Note: This may apply to the whole class or to particular children who may benefit from targeted small group instruction.

- Have you determined which transitions you will use?
- Do you know what books and materials are needed?

The following examples show a completed plan for a PK-4 math block compared to a PK-3 math block for the same week of instruction. Notice the differences in the two plans, including:

- PK-3 repeating lessons across the week
- PK-3 gradually increasing concepts as lessons repeat
- PK-3 accommodating a shorter block of time

<p>PK-4</p> <p>Circle Time: Math (12:03 – 12:23)</p>	<ul style="list-style-type: none"> • Model counting up to 5 buildings/ places using one-to-one correspondence onto an empty community map (Theme Guide) • Use equity sticks to select 2-3 children for Guide Practice • Add to Math Center 	<p>Teaching About Shapes through Read Alouds</p> <ul style="list-style-type: none"> • Book- The Shape of Things by D. Dodds • Add to Math Center 	<p>Shape Building</p> <ul style="list-style-type: none"> • Use circles, triangles, and squares • Add to Math Center 	<p>Same Size</p> <ul style="list-style-type: none"> • Use shape mat with circles, and triangles 	<p>Same Size</p> <ul style="list-style-type: none"> • Use shape mat with circles, triangles, and squares • Add to Math Center
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<p>PK-3</p> <p>Circle Time: Math (11:48 – 12:03)</p>	<ul style="list-style-type: none"> • Model counting up to 5 buildings/ places using one-to-one correspondence onto an empty community map (Theme Guide) • Use equity sticks to select 2-3 children for Guide Practice 	<ul style="list-style-type: none"> • Model counting up to 5 buildings/ places using one-to-one correspondence onto an empty community map (Theme Guide) • Use equity sticks to select 2-3 children for Guide Practice 	<p>Teaching About Shapes through Read Alouds</p> <ul style="list-style-type: none"> • Book- The Shape of Things by D. Dodds • Add to Math Center 	<p>Shape Building</p> <ul style="list-style-type: none"> • Use circles and squares 	<p>Shape Building</p> <ul style="list-style-type: none"> • Use circles, squares, and triangles • Add to Math Center
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Additional Planning Considerations for PK-3 and PK-4

- A well-planned daily schedule supports effective lesson planning. Note: Example PK-3 and PK-4 schedules are provided in the Resources and Support section of the digital curriculum on CLI Engage.
- Themes are most successful when teachers begin to plan for them in advance. Identify your upcoming theme and carefully review the *Theme Guide* to identify resources and materials that may take time to gather or prepare. *Theme Guides* offer detailed information to support effective implementation.
- A lesson may extend across two or more days to fit schedules with shorter whole and small group learning blocks or to ensure the length of the activity is appropriate for children's developmental needs.
- Children benefit from adults joining them in centers to encourage and extend language and scaffold learning. Plan to visit with children in centers when you are not with a small group.