Pre-Kindergarten, Quarter #3

Big Ideas/Key Concepts:
During this unit of study, students will be connecting to literature through book exploration, building on prior knowledge & using print awareness to understand the world around them. Answer and ask appropriate questions, re-tell and re-enact stories.

Students will explore various tools to measure and compare two or more objects, continue to work on counting skills, and number sense. They will also be able to observe and describe the world around them.

Students at this time will demonstrate the ability to problem solve through conversations and play with their peers and interact appropriately with others.

Theme 3 Sharing
Theme 4 Respect

<table>
<thead>
<tr>
<th>Tennessee Early Learning Development Standards</th>
<th>Student Friendly “I Can” Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approaches to Learning Standards</strong></td>
<td></td>
</tr>
<tr>
<td>➢ <strong>AL.PK.3.</strong> Demonstrate an awareness of connection between prior and new knowledge</td>
<td>I can connect what I have learned.</td>
</tr>
<tr>
<td>➢ <strong>AL.PK.5.</strong> Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if)</td>
<td>I can ask questions.</td>
</tr>
<tr>
<td>➢ <strong>AL.PK.7.</strong> Identify a problem and attempt multiple ways to solve it, with or without assistance</td>
<td></td>
</tr>
<tr>
<td><strong>Social Emotional Standards</strong></td>
<td></td>
</tr>
<tr>
<td>➢ <strong>SE.PK.11.</strong> Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g.,</td>
<td>I can try on my own or ask for help.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Reading Informational Text</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RI.PK.7.</strong> With guidance and support, use illustrations to describe characters, settings or predict events in the story</td>
<td>I can solve problems with my friends.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Literature Standards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.PK.6.</strong> With guidance and support identify the role of the author and the illustrator</td>
<td>I can use pictures to tell about a story.</td>
</tr>
<tr>
<td><strong>RL.PK.</strong> With guidance and support, recall important facts to retell a story in sequence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Foundational Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RF.PK.1d.</strong> Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters</td>
<td>I can tell what an author and illustrator do.</td>
</tr>
<tr>
<td><strong>RF.PK.2e.</strong> With guidance and support, identify whether or not two words begin with the same sound</td>
<td>I can retell a story in order</td>
</tr>
<tr>
<td><strong>RF.PK.3.</strong> Demonstrate word awareness by identifying familiar words in books and environment</td>
<td>I can identify letters.</td>
</tr>
<tr>
<td><strong>RF.PK.4.</strong> Demonstrate an awareness of story events and overall theme in picture books, by using illustrations</td>
<td></td>
</tr>
</tbody>
</table>
(observing and discussing) to support "reading" the words in
the text

**Writing Standards**

- **W.PK.1.** With guidance and support, use a combination of
drawing, dictating, and emergent writing to express a
preference or opinion about a specific topic or text

- **W.PK.3.** With guidance and support, use a combination of
drawing and dictating emergent writing to tell a real or
imagined story

**Speaking and Listening Standard**

- **SL.PK.1b.** Engage in a conversation, striving for five exchanges

**Language Standards**

- **L.PK.1f.** Participate in shared language activities and use
increasingly complex and varied spoken vocabulary

---

<table>
<thead>
<tr>
<th>I can identify letter sounds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify familiar words.</td>
</tr>
<tr>
<td>I can use pictures to tell about a story.</td>
</tr>
<tr>
<td>I can write what I think.</td>
</tr>
</tbody>
</table>

---
- **L.PK.4.** With guidance and support, ask or answer questions about the meaning of new words and phrases introduced through books, activities, and play

- **L.PK.5b.** Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed)

- **L.PK.5d.** With guidance and support, show understanding of similar words by demonstrating the meaning of the words or using the words in conversations (e.g. talk, chat, whisper; car, vehicle)

**Mathematics Standards**

- **PK.CC.1.** Listen to and say the names of numbers in many contexts

- **PK.CC.2.** Count forward in sequence from 1 – 20

- **PK.CC.3.** Understand the relationships between numerals and quantities up to 10

- **PK.CC.4.** Understand the relationship between numbers and quantities with concrete objects up to 10

- **PK.CC.5.** Use common shapes to create and compare two‐dimensional figures

- **PK.CC.6.** Identify and describe quantitative characteristics (e.g. longer/shorter, heavier/lighter) and compare two‐dimensional and three‐dimensional objects using common attributes (e.g. size, shape, weight, capacity, volume)

- **PK.CC.7.** Describe positions in two‐dimensional space (e.g. above, below, in front of, behind, next to)

- **PK.CC.8.** Describe position in three‐dimensional space (e.g. inside, outside, underneath, above, below)

- **PK.CC.9.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.10.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.11.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.12.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.13.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.14.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.15.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.16.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.17.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.18.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.19.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.20.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.21.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.22.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.23.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.24.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.25.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.26.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.27.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.28.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.29.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.30.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.31.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.32.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.33.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.34.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.35.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.36.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.37.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.38.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.39.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.40.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.41.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.42.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.43.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.44.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.45.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.46.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.47.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.48.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.49.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)

- **PK.CC.50.** Demonstrate understanding of the concept of equal when comparing two groups of objects (e.g., same number)
- **PK.MD.2.** Use non-standard and standard techniques and tools to measure and compare the attributes of two or more concrete objects and use words to define attributes of the objects as same/different, more/less, heavy/light

### Science Standards

- **S.PK.8.** Observe, describe, and compare the habitats of plants and animals
- **S.PK.9.** Describe, compare, and categorize objects based on their observable properties
- **S.PK.10.** Investigate common interactions between matter and energy (e.g., butter melting in cooking activities, peanuts becoming peanut butter)

### Social Studies Standards

- **SS.PK.1.** Develop an understanding of how people and things change over time

### Creative Arts Standards

- **CA.PK.3.** Respond and react to visual arts created by self and others
- **CA.PK.6.** Express feelings of what is felt and heard through dance or creative movement

### Physical Development Standards

- I can understand and use similar words.
- I can find numbers in different places.
- I can count to 20.
- I can show numbers up to 10 with objects.
- I can show numbers up to 10.
| PD.PK.3. Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping) |
| PD.PK.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise) |

- I can measure and compare two things.
- I can describe different habitats.
- I can sort using my senses.
- I can observe physical changes.
- I can understand how things change.
I can respond to art I see.

I can express my feelings during music and movement.

I can move in different ways.

I can be healthy.
Big Ideas/Key Concepts:

Three or so sentences that capture the MAIN overarching concepts for the quarter; 11-point Calibri

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
<th>Resources</th>
</tr>
</thead>
</table>
| List the applicable standards here:  
Use the Common Core coding and wording where applicable.  
Use the SPI coding and wording if it still exists (Remember, K-2 math and ELA will only have Common Core standards at this time).  
11-point Calibri | These should be worded as “I can” statements.  
The list should no longer be just list of representative ideas; it should be complete.  
Authors may be able to get specific ideas from the GLE’s CFU’s of the TN standards.  
Statements must be worded as things the student can DO.  
11-point Calibri | These need to be much more robust than the lists we have provided on the current scope and sequence. Lots of resources can be found on the Read Tennessee site for K-3 reading and math, Khan Academy for older students, etc. We can also include text resources, outside books, etc.  
11-point Calibri |