

Pre-School AM/PM

Month/Theme: Zoo

Academic Area	AM Program	PM Program	Frameworks
Literacy	<p>Theme related poems, finger plays with Roche Van Allen song, and “I am going to the Zoo” Eric Carle Books: Polar Bear, Polar Bear; Brown Bear, Brown Bear. Dear Zoo by Rod Campbell. Put Me in the Zoo by Roche Van Allen. Lets Go to the Zoo by Pat Whitehead, matching zoo animal, identifying animal body parts.</p> <ul style="list-style-type: none"> ➤ Exposure to print ➤ Listening to others ➤ Exposure of traditional literature ➤ Contribute ideas ➤ Participates in group discussions ➤ Relate personal experiences to stories above ➤ Retells the stories above ➤ Learn new vocabulary in stories ➤ Sequence Eric Carle stories 	<p>Theme related poems, finger plays with Roche Van Allen song, and “I am going to the Zoo” Eric Carle Books: Polar Bear, Polar Bear; Brown Bear, Brown Bear. Dear Zoo by Rod Campbell. Put Me in the Zoo by Roche Van Allen. Lets Go to the Zoo by Pat Whitehead</p> <p>Describe, compare, contrast different zoo animals, discuss personal experiences visiting a zoo</p> <p>Discuss/distinguish between different animal habitats (jungle, zoo, water, forest)</p> <ul style="list-style-type: none"> ➤ Make predictions in story ➤ Locate the letters and sounds of words used in stories. ➤ Participate in group discussions, relating personal experiences ➤ Develop an awareness of story content, plot, setting, characters, and predicts possible outcomes. ➤ Create own story ➤ Describe complex attributes 	<p>Language Arts</p> <ol style="list-style-type: none"> 1. Observe and begin to use appropriate ways of interacting in a group. 6. Listen to and use formal and informal language. 7. Listen to and enjoy a wide variety of age appropriate literature. 8. Develop an awareness of print and letterforms through a print rich environment. 11. Engage actively in read-aloud activities by asking questions, offering ideas, predicting, retelling part of story. 14. Relate themes and information in books to personal experiences. 15. Discuss plot, characters, and setting in stories in terms of simple terms. 19. Listen to various forms of traditional literature. <p>Number Sense</p> <ol style="list-style-type: none"> 1. Listen to and say numbers in context.
Speaking	<ul style="list-style-type: none"> ➤ Verbalize in a group setting attributes of a zoo animal ➤ Use predictable books to fill in using own language ➤ Retell story in own words ➤ Sing and retain simple chants and nursery rhymes related to theme 	<ul style="list-style-type: none"> ➤ Create journals and books ➤ Illustrate zoo scene and give words to pictures ➤ Describe what they see, hear when visiting a zoo ➤ Describe theme related pictures using increased 	<p>English Language Arts</p> <ol style="list-style-type: none"> 1. Observe and begin to use appropriate ways of interacting in a group 3. Use understandable oral language to communicate personal experiences and interests. 6. Hear and use informal language 14. Relate themes and information in books to personal experiences. 15. Discuss the plot, characters, and setting in stories in simple terms.

Early Childhood

Scituate Public Schools

PreK-12 Math Curriculum

Page 1

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	(i.e. We're going to the zoo, zoo animal sounds and Teddy Bear Teddy Bear	<p>descriptive language and details</p> <ul style="list-style-type: none"> ➤ Answer WH questions ➤ Expand vocabulary using predictable literature such as Brown Bear, Brown Bear ➤ Discuss objects, events, and staff roles at a zoo ➤ Identify what the different zoo animals eat and their different habitats. 	<p>Science: Living Things</p> <ul style="list-style-type: none"> 11. Observe and identify living things 12. Observe changes through life cycles.
Fine Motor	<ul style="list-style-type: none"> ➤ Peel/stick safari stickers ➤ Cut, color and paste zoo animals ➤ Spot cookies ➤ Zoo animal puppets ➤ Animal masks ➤ Zoo related puzzles ➤ Zoo animal stencils ➤ Thumb print zoo animals 	<ul style="list-style-type: none"> ➤ Write letters to zoo ➤ Paper mache zoo animal puppets ➤ Paper finger puppets ➤ Fold and create zoo books ➤ Use computer zoo software ➤ Marble paint zoo animal patterns ➤ Paper plate patterns or hippo, alligator, etc. 	<p>Fine Motor</p> <ul style="list-style-type: none"> 7. Build upper body strength and stability to gain controlled movement in shoulders <p>Patterns and Relations</p> <ul style="list-style-type: none"> 9. Recognize, describe, reproduce, extend, create repeating patterns using concrete materials <p>English Language Arts</p> <ul style="list-style-type: none"> 2. Listen/questions/express thoughts 19. Engage in emergent writing 15. Listen to and recognize broad vocabulary of sensory words.
Reading	<ul style="list-style-type: none"> ➤ Recognize classroom labels and routing pictures ➤ Recognize name in print ➤ Expose to print and recognize that print has meaning ➤ Identify labels and pictures of zoo animals ➤ Begin to identify the main idea to a story 	<ul style="list-style-type: none"> ➤ Rhyming games and activities ➤ Answer comprehension questions ➤ Identify letters and words in books ➤ In story books relate to personal experiences ➤ Begin writing letters ➤ Create a book about the zoo using teacher made materials with appropriate sequencing of events ➤ Make up silly nonsense words about zoo animals ➤ Identify rhyming words in text 	<p>English Language Arts</p> <ul style="list-style-type: none"> 3. Use understandable oral language to communicate personal experiences and interests <p>Reading/Literature</p> <ul style="list-style-type: none"> 9. Auditory discrimination/phonetic awareness 14. Relate themes and information in books to personal experiences 15. Discuss the plot, characters, and setting in stories in simple terms 17. Add details or make changes to published class made materials. 18. Use emergent writing skills to make letters in many setting and purposes 19. Arrange events in order when dictating a story 20. Generate questions and gather information to answer questions.
Movement	<ul style="list-style-type: none"> ➤ Use musical instruments for rhythm patterns and repeating patterns. ➤ Use theme related movement 	<ul style="list-style-type: none"> ➤ Participation in more complex motor games, obstacle courses, them-related motor games, such 	<p>Physical Development</p> <ul style="list-style-type: none"> 2. Build body awareness, strength, and coordination through locomotion activities 4. Build awareness of directionality and position

	activities such as animal walks, and finger plays such as Five Little Monkeys and Six Little Ducks.	<p>as walk like zoo animals.</p> <ul style="list-style-type: none"> ➤ Participate in movement activities by using a tunnel, stairs, trampolines, and therapy balls to create an obstacle course for zoo animals. 	<p>6. Alternate the left and right sides of the body ad cross the midline of the body</p> <p>Science: Living Things</p> <p>10. Observe and identify living things</p> <p>11. Investigate, describe, and compare non-living to living</p>
Sensory	<ul style="list-style-type: none"> ➤ Draw zoo animals with paint and rice ➤ Use shaving cream to draw animals ➤ Finger paint patterns on zoo animals ➤ Explore bird seeds in sensory table with measuring cups and shovels ➤ Use zoo cookie cutters with play-do 	<ul style="list-style-type: none"> ➤ Draw zoo animals in shaving cream, sand, or rice. ➤ Finger paint spots and stripes on zoo animals ➤ Create zoo animals with play-do or clay 	<p>Patterns and Relations</p> <p>7. Explore and describe a wide variety of concrete objects by attributes</p> <p>English Language Arts</p> <p>2. Listen/question/express though</p> <p>15. Listen to, recognize and use a broad vocabulary of sensory words</p> <p>Physical Development</p> <p>10. Use a variety of tools and materials to build grasp and release skill</p> <p>11. Build finger dexterity</p>
Art	<ul style="list-style-type: none"> ➤ Paint zoo animals on easel ➤ Create animal paper plates ➤ Make cotton polar bears ➤ Explore with animal stamps ➤ Zoo stencils ➤ Zoo coloring books ➤ Animal masks ➤ Spot art (add spots and stripes to animals) 	<ul style="list-style-type: none"> ➤ Trace, color, and cut zoo animals ➤ Create their own zoo animal puppet ➤ Create their own animal mask using paper plates 	<p>Physical Development</p> <p>7. Build upper body strength and stability to gain controlled movement and shoulders</p> <p>8. Strengthen hand grasp and flexibility</p> <p>10. Use a variety of tools and materials to build grasp and release skills</p> <p>11. Build finger dexterity</p>
Science/Tech	<ul style="list-style-type: none"> ➤ Bear Biscuits (cooking activity) ➤ Discuss with visual supports different animals and their different habitats. ➤ Discuss the food and shelter of different animals ➤ Discuss how living things need air, water, food and shelter in order to survive 	<ul style="list-style-type: none"> ➤ Discuss concept of camouflage ➤ Discuss what different animals like to eat ➤ Make a list of things observed at the zoo ➤ Make bear biscuits using measuring cups ➤ Discuss animals and hibernation 	<p>English Language Arts</p> <p>1. Group interactions</p> <p>2. Listen/ask questions and express thoughts</p> <p>3. Communicate personal experiences</p> <p>Science: Living Things</p> <p>10. Observe and identify living things</p> <p>11. Investigate, describe and compare non-living things to living things.</p> <p>Data Collection and Analysis</p> <p>15. Organize and draw conclusions from facts they have collected</p>
Social studies	<ul style="list-style-type: none"> ➤ Visit a zoo ➤ Discuss staff roles working at the 	<ul style="list-style-type: none"> ➤ Classify the animals by their habitat 	<p>History and Social Sciences</p> <p>4. Construct and describe simple maps of places</p>

	<p>zoo</p> <ul style="list-style-type: none"> ➤ Create a veterinarian dramatic play center ➤ Create a zoo with blocks and discuss the importance of shelter 	<ul style="list-style-type: none"> ➤ Visit a zoo and create a journal about the experience ➤ Create zoo as a group using blocks and zoo animals 	<p>9. Discuss roles and responsibility of community members</p> <p>10. Observe and discuss different kinds of work people do</p>
Math	<ul style="list-style-type: none"> ➤ Use animal crackers for sorting and counting, one to one correspondence, and visual motor discrimination for matching tasks ➤ Follow oral directions in cooking recipes ➤ Use first middle and last using animal pictures 	<ul style="list-style-type: none"> ➤ Make predictions about which animal is heaviest and which animal is lightest. ➤ Sort, classify, and count different zoo animals ➤ Graph different zoo animals by size, habitat, or characteristics ➤ Use one to one correspondence with animal crackers 	