

# Quaver Pre-K Curriculum

Texas Pre-Kindergarten Guidelines Interactive Correlation

Language Reading Writing Math Science Social Studies Fine Arts Physical Development Technology

## I. Social and Emotional Development Domain

Outcome	Breakout	Citation Type	Location
1. Child is aware of where own body is in space and respects personal boundaries.	a. Child is aware of where own body is in space.	Teacher-Only Narrative	T1.1.1-02.02 - Daily Schedule - Morning Activities
		Teacher-Only Activity	T2.1.4-03.02 - Small Group - Making Maps
		Teacher-Only Activity	T3.1.1-03.03 - Transition
		Teacher-Only Narrative	T4.1.1-11.02 - Eating Healthy Foods (Movement) - Part 1
		Teacher-Only Narrative	T6.1.1-11.01 - Song - Ways We Move
		Teacher-Only Narrative	T1.1.1-02.03 - Introduce Center Time
		Teacher-Only Activity	T2.1.2-13.02 - Small Group Math and Geography - Making Maps
		Teacher-Only Narrative	T6.1.1-11.01 - Song - Ways We Move
		Teacher-Only Activity	T1.2.1-13.01.1 - Afternoon Center Recommendations
		Teacher-Only Activity	T1.4.1-12.01 - Song - Circle Time
2. Child shows self-awareness and can express pride in age appropriate abilities and skills.	a. Child shows self-awareness.	Teacher-Only Narrative	T1.2.1-03.01.5 - Morning Center Recommendations
		Teacher-Only Activity	T4.4.1-06.01 - Chalk Road Driving
		Teacher-Only Narrative	T6.4.1-02.01 - Morning Message
		Teacher-Only Activity	T4.4.4-14.01 - Chalk Road Driving
		Teacher-Only Activity	T1.2.1-14.02 - Transition

Scope and Sequence





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Texas Pre-Kindergarten Guidelines Interactive Correlation

Help

Technology

Physical Development

Fine Arts

Social Studies

Science

Math

Writing

Reading

Language

SEL

I. Social and Emotional Development Domain

Breakout

Skill/SubSkill  
A. Self Concept Skills

1. Child is aware of where own body is in space and respects personal boundaries.

a. Child is aware of where own body is in space.

b. Child respects personal boundaries.

2. Child shows self-awareness and can express pride in age appropriate abilities and skills.

a. Child shows self-awareness.

Citation Type	Location
Teacher-Only Narrative	T1.1.1-02.02 - Daily Schedule - Morning Activities
Teacher-Only Activity	T2.1.4-03.02 - Small Group - Making Maps
Teacher-Only Activity	T3.1.1-03.03 - Transition
Teacher-Only Narrative	T4.1.1-11.02 - Eating Healthy Foods (Movement) - Part 1
Teacher-Only Narrative	T6.1.1-11.01 - Song - Ways We Move
Teacher-Only Narrative	T1.1.1-02.03 - Introduce Center Time
Teacher-Only Activity	T2.1.2-13.02 - Small Group Math and Geography - Making Maps
Teacher-Only Narrative	T6.1.1-11.01 - Song - Ways We Move
Teacher-Only Narrative	T1.2.1-13.01.1 - Afternoon Center Recommendations
Teacher-Only Activity	T1.4.1-12.01 - Song - Circle Time
Teacher-Only Narrative	T1.2.1-03.01.5 - Morning Center Recommendations
Teacher-Only Activity	T4.4.1-06.01 - Chalk Road Drawings
Teacher-Only Narrative	T6.4.1-02.01 - Morning Meeting
Teacher-Only Activity	T4.4.4-14.01 - Chalk Road Drawings
Teacher-Only Activity	T1.2.1-14.02 - Transition



# Scope and Sequence

## Introduction

The Quaver Pre-K Curriculum was designed with the utmost care to facilitate a successful and joy-filled year of learning. We have collaborated with educational experts across the U.S. in providing a state-of-the-art Pre-K curriculum specifically designed for Texas. These experts include outstanding Pre-K teachers, state policy makers, early childhood educational specialists, language specialists including speech pathologists, and many more. These experts worked alongside our team of over 115 curriculum writers, graphic artists, animators, audio and video engineers, software developers, and training specialists. As a result, we believe we have developed the most advanced Pre-K curriculum in the country.

Quaver Pre-K provides a unique combination of physical and digital tools to enhance learning in the Pre-K classroom. The Classroom Set includes a collection of hard copy books, manipulatives, posters, and more, all for hands-on learning. For teachers with access to the Internet, Quaver Pre-K also provides a broad array of interactive games and activities, animated songs, movement videos, and digital stories. All resources are detailed in each day's Executable Lesson Guide.

Lessons are scaffolded to build knowledge and skills across ten learning domains through a combination of engaging hands-on activities and child-friendly interactive resources. The result is a year of integrated academic, social, and emotional learning that is stimulating and fun for both children and teachers.

Quaver Pre-K lessons are sequenced to address the ten learning domains recognized by the Texas Prekindergarten Guidelines (TPG):

- I. Social and Emotional Development
- II. Language and Communication
- III. Emergent Literacy Reading
- IV. Emergent Literacy Writing
- V. Mathematics
- VI. Science
- VII. Social Studies
- VIII. Fine Arts
- IX. Physical Development
- X. Technology

The TPG skills, outcomes, and breakouts laid out in each domain are sequenced across integrated lessons in eight developmentally-appropriate themes. As you'll see, skills from multiple domains are introduced and developed alongside one another in activities that engage the whole child. Activities are designed to scaffold over time, giving children opportunities to strengthen their skills with sequential learning and repetition.

**This document indicates where each outcome is initially introduced to children in the Quaver Pre-K lesson sequence.** It also indicates just one activity where the outcome is introduced in the context of a lesson. To see additional instances of the outcome throughout the curriculum, please reference our interactive correlation tool on your Teacher Dashboard at [QuaverEd.com](http://QuaverEd.com).



After a skill or concept is introduced, it is subsequently reinforced many times throughout the curriculum. This means that by the beginning of Theme 7, the vast majority of skills have already been introduced. Themes 7 and 8 are devoted to giving children opportunities to practice, integrate, and eventually master the skills introduced earlier in the year. We believe that this sequence, combined with great teaching, will support a successful kindergarten entry for Texas Pre-K children, as well as a lifelong love of learning!

## Overview of Themes and Sub-Themes

Quaver Pre-K is organized into eight developmentally-appropriate themes. Each theme includes four weeks of daily lessons, activities, and experiences covering four sub-themes (one sub-theme per week), along with an optional Special Project. Curriculum lessons, activities, and experiences are sequenced to build upon previously introduced knowledge and skills, as well as prior thematic content. Special Projects allow teachers to extend the learning in any given theme and provide a culminating experience for children. In total, Quaver Pre-K presents 160 daily lessons and 20 days of Special Projects, for a curriculum with 180 days of activities for children.



### 1 • Welcome to Pre-K!

The first theme focuses on acclimating children to their new school, schedule, and routines, as well as providing a welcoming and nurturing environment for the children. Teachers spend the first 4-5 weeks establishing a positive and engaging learning culture that will carry forward through the year.

Teachers get to know their students individually and as a group, so they can be responsive to children's cognitive and social-emotional needs. The primary objective of **Welcome to Pre-K!** is to help children feel secure and confident so that they participate in Pre-K learning with joy, wonder, and delight.



### 2 • Communities

The second theme builds children's social studies knowledge by introducing them to their classroom, the school as a whole, and their neighborhood. Children learn about multiple jobs people do to contribute to their communities and then use that knowledge to create and do their own classroom jobs. In **Communities**, children learn how they can be responsible citizens by helping their communities and the planet.



### 3 • Amazing Nature

The third theme expands children's worldview by providing opportunities for children to explore the natural world, specifically with reference to trees, plants, and the cycle of food production. Children begin by learning how the sun and Earth interact to create cycles of life or seasons. They then move to closer examinations of how plants grow, where food comes from, and what animals contribute to food production.

Whereas the theme of **Communities** was primarily focused on social studies, **Amazing Nature** is primarily science-focused. Children learn where food comes from, how it is grown, and how people and animals work together to sustain life.



### 4 • Healthy Me

The fourth theme brings children's focus back inward, building on what they learned about themselves in Theme 1, their communities in Theme 2, and the natural world in Theme 3. Children begin by using their newly-acquired knowledge about food production to explore ways of healthy cooking and eating. They then use knowledge about healthy foods to segue into how to keep their bodies healthy through nutrition, exercise, rest, and good care.

In later weeks, children move from a focus on their body to their mind to learn how to recognize, understand, and act from their emotions. **Healthy Me** concludes with a focus on safety in multiple aspects of life. Children begin to understand their place in the larger world and cycles of life in this science and social-studies-focused theme.

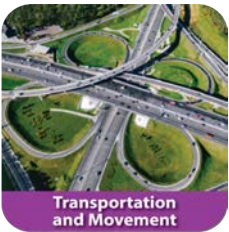


Living Creatures

### 5 • Living Creatures

The fifth theme moves children’s worldview outward again by providing opportunities for children to explore the natural world, this time with reference to animals. Children begin by thinking and sharing about animals they know and may live with, such as pets. They then learn about different kinds of animals each week, based on where animals live and how they move.

**Living Creatures** is primarily science-focused but also builds on children’s developing ecological worldview discussed in previous themes. Children now start to combine what they have learned about food production, healthy living, and communities to incorporate how animals fit into the larger cycles of life.



Transportation and Movement

### 6 • Transportation and Movement

The sixth theme combines children’s newly-acquired knowledge of living creatures with their own natural proclivity for movement to study the movements of people and things. Children begin by using the information they learned in Theme 4, **Healthy Me**, to discover how their own bodies move and how people use their bodies to go places, stay healthy, work, and play. Children then learn about different methods of transportation people have created.

Throughout this theme, children start understanding the connections between food production, healthy living, communities, living creatures, and movement, which they will continue to make throughout grades K-12. **Transportation and Movement** builds on prior science and social studies skills to encourage a more advanced way of thinking about the world.



Construction

### 7 • Construction

The seventh theme synthesizes the science and social studies knowledge children have acquired through the year to learn how and why communities are built. Children begin the theme by exploring how structures are made—from planning and design to use. They then spend the remainder of the theme exploring structures where people can live, play, and work—and they even create their own.

Throughout **Construction**, children apply the science, social studies, and math concepts they have learned all year. They use a series of sequential steps and scientific experimentation as they create buildings and communities of their own. Children also practice their language, literacy, and social-emotional skills as they work together to plan, create, and assess community structures. Finally, their fine art and motor skills are put to work as they design structures, plan for their use, decorate, and actually make them function properly!



A Celebration of Music

### 8 • A Celebration of Music

The final theme is an acknowledgment and celebration of music as the universal language that unifies people and communities throughout the world. Children begin the unit by experimenting with sounds and the interplay of sound, voice, and music. They then learn how music is created and celebrated in different cultures around the world. They spend the remainder of the unit creating instruments to make music that celebrates their own school and classroom community.

Children learn the value of music as a tool for learning, an inspirational art form, and a bridge that connects people to one another through shared emotions. **A Celebration of Music** provides an engaging and joyful way to celebrate all the children have learned in their Pre-K year!



## **Phonological Awareness and Alphabet Knowledge**

Phonology and alphabet knowledge are critical components in the development of early literacy skills in children. To support teacher planning of literacy instruction, we've provided a breakdown of phonics and alphabet learning throughout the Quaver Pre-K lesson and activity sequence.

Our alphabet learning starts with children's names and can include other familiar words that are meaningful and relevant to Pre-K children. We begin with a word (or words) children know so that we can capture their attention and direct their focus to letter learning. We then move to a general exploration of the alphabet as a whole. During this time children observe, explore, and discover the visual and auditory characteristics of letters generally, which allows teachers time to assess alphabet knowledge before a methodological, sequenced approach is taught.

Specific alphabet lessons then begin with a focus on one letter per week for four weeks, then move to two letters per week, and finally culminate with three letters in the last two weeks of learning. While we do not advocate for a regimented "letter of the week" approach in which all the week's focus words start with one letter, we do advocate offering children a specific time period where they can practice recognizing, using, sounding out, and writing individual letters while they are still familiarizing themselves with the alphabet as a whole. This also gives some shape to the teaching of the alphabet across the year and helps children build knowledge and skills over time.

The scope of phonology and alphabet knowledge in the Quaver Pre-K curriculum is located at the end of this document.





## Domain 1 – Social and Emotional Development

### Domain Overview

The skills addressed in **Domain 1 – Social and Emotional Development** are introduced in the first two themes (8 weeks) of the Quaver Pre-K lesson sequence. Lessons have a particular emphasis on self-concept and self-regulation skills at the beginning of the year as rules and routines are established. The beginning of the Pre-K year is also a critical time for teachers to introduce, model, and offer children plenty of opportunities to practice social and emotional skills relating to interpersonal relationships, communication, and social awareness.

Each skill and skill subset is reinforced many times throughout the curriculum's remaining themes. Social and emotional competencies are a crucial foundation for academic and social success not only in the Pre-K year but throughout children's K-12 experiences. To explore these skills in more depth, please visit **Correlations** on your Quaver Pre-K Teacher Dashboard.

## Domain 1 – Social and Emotional Development

### Theme 1: Welcome to Pre-K!

	WEEKS 1-4	LOCATION TITLE
<b>I.A. – Self Concept Skills</b>	<ul style="list-style-type: none"> <li>I.A.1. Child is aware of where own body is in space and respects personal boundaries.</li> <li>I.A.2. Child shows self-awareness and can express pride in age-appropriate abilities and skills.</li> <li>I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My New Class Monday Opening</li> <li>Week 2: About Me Monday Circle Time 1</li> <li>Week 2: About Me Monday Center Time 1</li> </ul>
<b>I.B. – Self Regulation Skills</b>	<ul style="list-style-type: none"> <li>I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.</li> <li>I.B.1.b Child takes care of and manages classroom materials.</li> <li>I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.</li> <li>I.B.2.a. Child begins to understand difference and connection between emotions/feelings and behaviors.</li> <li>I.B.2.b. Child can communicate basic emotions/feelings.</li> <li>I.B.2.c. Child is able to increase or decreases intensity of emotions more consistently, although adult guidance is sometimes necessary.</li> <li>I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My New Class Monday Circle Time 1</li> <li>Week 1: My New Class Monday Center Time 1</li> <li>Week 1: My New Class Monday Circle Time 3</li> <li>Week 1: My New Class Monday Reflection</li> <li>Week 1: My New Class Monday Read Aloud 1</li> <li>Week 4: My Friends Friday Circle Time 1</li> <li>Week 4: My Friends Monday Circle Time 1</li> </ul>
<b>I.C. – Relationships with Others</b>	<ul style="list-style-type: none"> <li>I.C.1. Child uses effective verbal and non-verbal communication skills to build relationships with teachers/adults.</li> <li>I.C.3. Child shows competence in initiating social interactions.</li> <li>I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My New Class Tuesday Circle Time 1</li> <li>Week 4: My Friends Monday Center Time 1</li> <li>Week 4: My Friends Monday Center Time 1</li> </ul>
<b>I.D. – Social Awareness Skills</b>	<ul style="list-style-type: none"> <li>I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: About Me Monday Reflection</li> </ul>

## Domain 1 – Social and Emotional Development

### Theme 2: Communities

	WEEKS 1–4	LOCATION TITLE
<b>I.A. – Self Concept Skills</b>	<ul style="list-style-type: none"> <li>• I.A.3. Child shows reasonable opinion of his own abilities and limitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Schools and Neighborhoods Monday Circle Time 1</li> </ul>
<b>I.B. – Self Regulation Skills</b>	<ul style="list-style-type: none"> <li>• I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time</li> </ul>	<ul style="list-style-type: none"> <li>• Week 2: Community Helpers Monday Circle Time 1</li> </ul>
<b>I.C. – Relationships with Others</b>	<ul style="list-style-type: none"> <li>• I.C.2. Child assumes various roles and responsibilities as part of a classroom community.</li> <li>• I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.</li> <li>• I.C.6. Child demonstrates empathy and caring for others.</li> <li>• I.C.7. Child interacts with a variety of playmates and may have preferred friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Schools and Neighborhoods Monday Circle Time 1</li> <li>• Week 1: Schools and Neighborhoods Monday Circle Time 1</li> <li>• Week 2: Community Helpers Monday Read Aloud 2</li> <li>• Week 2: Community Helpers Monday Outdoor Time 1</li> </ul>
<b>I.D. – Social Awareness Skills</b>		



## **Domain 2 – Language and Communication**

### **Domain Overview**

The skills addressed in **Domain 2 – Language and Communication** play a significant and foundational role in the Pre-K year for the development of cognitive and non-cognitive skills. Language and communication skills are introduced day one, week one, and they continue to be the primary literacy focus for the first six weeks. Once alphabet knowledge and phonemic awareness are introduced, language, vocabulary, and communication skills continue to be emphasized concurrently. In this way, the development of each category of literacy skills happens in tandem, each reinforcing the other.

Toward the end of the school year, after most skills have been introduced, the focus for language and communication becomes increasing the complexity of children’s vocabulary and oral language development, as well as increasing the duration of turn-taking conversations with adults and peers. To explore these skills in more depth, please visit **Correlations** on your Quaver Pre-K Teacher Dashboard.

## Domain 2 – Language and Communication

### Theme 1: Welcome to Pre-K!

	WEEKS 1-4	LOCATION TITLE
<b>II.A. – Listening Comprehension Skills</b>	<ul style="list-style-type: none"> <li>• II.A.1. Child shows understanding by responding appropriately.</li> <li>• II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.</li> <li>• II.A.3. Child shows understanding of the language being spoken by teachers and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: My New Class Monday Opening</li> <li>• Week 1: My New Class Monday Center Time 1</li> <li>• Week 1: My New Class Monday Read Aloud 1</li> </ul>
<b>II.B. – Speaking (Conversation) Skills</b>	<ul style="list-style-type: none"> <li>• II.B.1. Child is able to use language for different purposes.</li> <li>• II.B.2. Child engages in conversations in appropriate ways.</li> <li>• II.B.3. Child provides appropriate information for various situations.</li> <li>• II.B.4. Child demonstrates knowledge of verbal conversational cues.</li> <li>• II.B.5. Child demonstrates knowledge of nonverbal conversational cues.</li> <li>• II.B.6. Child matches language to social contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: My New Class Monday Circle Time 2</li> <li>• Week 1: My New Class Monday Read Aloud 1</li> <li>• Week 1: My New Class Tuesday Opening</li> <li>• Week 1: My New Class Tuesday Circle Time 1</li> <li>• Week 1: My New Class Tuesday Circle Time 1</li> <li>• Week 1: My New Class Monday Opening</li> </ul>
<b>II.C. – Speech Production Skills</b>	<ul style="list-style-type: none"> <li>• II.C.1. Child’s speech is understood by both the teacher and other adults in the school.</li> <li>• II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of language.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: My New Class Monday Circle Time 3</li> <li>• Week 2: About Me Monday Circle Time 2</li> </ul>
<b>II.D. – Vocabulary Skills</b>	<ul style="list-style-type: none"> <li>• II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</li> <li>• II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 2: About Me Monday Circle Time 1</li> <li>• Week 1: My New Class Monday Circle Time 3</li> </ul>
<b>II.E. – Sentences and Structure Skills</b>	<ul style="list-style-type: none"> <li>• II.E.6 [ELL] Child engages in various forms of nonverbal communication with those who do not speak her native language.</li> <li>• II.E.7 [ELL] Child uses single words and simple phrases to communicate meaning in social situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 3: My Family Wednesday Circle Time 1</li> <li>• Week 4: My Friends Monday Circle Time 2</li> </ul>

## Domain 2 – Language and Communication

### Theme 2: Communities

	WEEKS 1–4	LOCATION TITLE
<b>II.A. – Listening Comprehension Skills</b>		
<b>II.B. – Speaking (Conversation) Skills</b>		
<b>II.C. – Speech Production Skills</b>	<ul style="list-style-type: none"> <li>II.C.2. Child perceives differences between similar sounding words.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: Community Helpers Friday Center Time 1</li> </ul>
<b>II.D. – Vocabulary Skills</b>	<ul style="list-style-type: none"> <li>II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses</li> <li>II.D.4. Child uses a large speaking vocabulary, adding several new words daily</li> <li>II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</li> <li>II.D.6. [ELL] Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: Community Helpers Monday Circle Time 2</li> <li>Week 2: Community Helpers Tuesday Circle Time 1</li> <li>Week 1: Schools and Neighborhoods Monday Reflection</li> <li>Week 1: Schools and Neighborhoods Monday Reflection</li> </ul>
<b>II.E. – Sentences and Structure Skills</b>		

## Domain 2 – Language and Communication

### Theme 4: Healthy Me

	WEEKS 1–4	LOCATION TITLE
<b>II.A. – Listening Comprehension Skills</b>		
<b>II.B. – Speaking (Conversation) Skills</b>		
<b>II.C. – Speech Production Skills</b>		
<b>II.D. – Vocabulary Skills</b>		
<b>II.E. – Sentences and Structure Skills</b>	<ul style="list-style-type: none"> <li>II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</li> <li>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and progressive pronouns, and subject-verb agreement.</li> <li>II.E.8. [ELL] Child attempts to use new vocabulary and grammar in speech.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: Eating Healthy Foods Monday Circle Time 1</li> <li>Week 3: My Feelings Friday Circle Time 3</li> <li>Week 3: My Feelings Friday Center Time 1 (Small Group)</li> </ul>

### Theme 5: Living Creatures

	WEEKS 1–4	LOCATION TITLE
<b>II.A. – Listening Comprehension Skills</b>		
<b>II.B. – Speaking (Conversation) Skills</b>		
<b>II.C. – Speech Production Skills</b>		
<b>II.D. – Vocabulary Skills</b>		
<b>II.E. – Sentences and Structure Skills</b>	<ul style="list-style-type: none"> <li>II.E.3. Child uses sentences with more than one phrase.</li> <li>II.E.4. Child combines more than one idea using complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My Animals Tuesday Circle Time 1</li> <li>Week 1: My Animals Tuesday Circle Time 1</li> </ul>

## Domain 2 – Language and Communication

### Theme 6: Transportation and Movement

	WEEKS 1–4	LOCATION TITLE
<b>II.A. – Listening Comprehension Skills</b>		
<b>II.B. – Speaking (Conversation) Skills</b>		
<b>II.C. – Speech Production Skills</b>		
<b>II.D. – Vocabulary Skills</b>		
<b>II.E. – Sentences and Structure Skills</b>	<ul style="list-style-type: none"> <li>II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: Moving On Land Monday Center Time 1 (Small Group)</li> </ul>



## Domain 3 – Emergent Literacy Reading

### Domain Overview

**Domain 3 – Emergent Literacy Reading** begins with an introduction of “motivation to read” and comprehension skills as teachers engage children with literature and concept books to instill a joy of reading. Children gradually learn print concepts and increasingly complex comprehension skills through read alouds, experiences in the Library and Listening Center, and eventually small- and large-group lessons. Phonological awareness skills are introduced according to a developmental timeline and methodology described in our Phonology.

In later weeks, when most skills have been introduced, the focus becomes the reinforcement of emergent literacy reading skills through repetition and practice. By Theme 7 (Week 1), all skills have been introduced, and the remaining themes focus on repetition, practice, and increasing the complexity of texts, phonics instruction, and comprehension skills practiced. To explore these skills in more depth, please visit **Correlations** on your Quaver Pre-K Teacher Dashboard.

## Domain 3 – Emergent Literacy Reading

### Theme 1: Welcome to Pre-K!

	WEEKS 1-4	LOCATION TITLE
<b>III.A. – Motivation to Read Skills</b>	<ul style="list-style-type: none"> <li>III.A.1. Child engages in pre-reading and reading-related activities.</li> <li>III.A.2. Child self-selects books and other written materials to engage in pre-reading behaviors.</li> <li>III.A.3. Child recognizes that text has meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My New Class Monday Center Time 1</li> <li>Week 1: My New Class Tuesday Center Time 1</li> <li>Week 2: About Me Wednesday Center Time 1</li> </ul>
<b>III.B. – Phonological Awareness Skills</b>		
<b>III.C. – Alphabet Knowledge Skills</b>	<ul style="list-style-type: none"> <li>III.C.1. Child names at least 20 upper and at least 20 lower-case letters in the language of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: About Me Friday Circle Time 3</li> </ul>
<b>III.D. – Comprehension of Text Read Aloud Skills</b>	<ul style="list-style-type: none"> <li>III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</li> <li>III.D.3. Child asks and responds to questions relevant to the text read aloud.</li> <li>III.D.4. Child will make inferences and predictions about text</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: About Me Wednesday Read Aloud 1</li> <li>Week 1: My New Class Monday Read Aloud 1</li> <li>Week 3: My Family Thursday Read Aloud 2</li> </ul>
<b>III.E. – Print Concepts</b>	<ul style="list-style-type: none"> <li>III.E.1. Child can distinguish between elements of print including letters, words, and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Week 3: My Family Monday Center Time 1</li> </ul>

## Domain 3 – Emergent Literacy Reading

### Theme 2: Communities

	WEEKS 1–4	LOCATION TITLE
<b>III.A. – Motivation to Read Skills</b>		
<b>III.B. – Phonological Awareness Skills</b>	<ul style="list-style-type: none"> <li>• III.B.1. Child separates a normally spoken four-word sentence into individual words.</li> <li>• III.B.6. Child can recognize rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 3: Helping Each Other Wednesday Center Time 1 (Small Group)</li> <li>• Week 1: Schools and Neighborhoods Tuesday Circle Time 3</li> </ul>
<b>III.C. – Alphabet Knowledge Skills</b>	<ul style="list-style-type: none"> <li>• III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 2: Community Helpers Monday Center Time 1 (Small Group)</li> </ul>
<b>III.D. – Comprehension of Text Read Aloud Skills</b>	<ul style="list-style-type: none"> <li>• III.D.1. Child retells or re-enacts a story after it is read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 4: Helping Our Planet Monday Center Time 1 (Small Group)</li> </ul>
<b>III.E. – Print Concepts</b>	<ul style="list-style-type: none"> <li>• III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 2: Community Helpers Wednesday Read Aloud 1</li> </ul>

### Theme 3: Amazing Nature

	WEEKS 1–4	LOCATION TITLE
<b>III.A. – Motivation to Read Skills</b>		
<b>III.B. – Phonological Awareness Skills</b>	<ul style="list-style-type: none"> <li>• III.B.2. Child combines words to make a compound word.</li> <li>• III.B.3. Child deletes a word from a compound word.</li> <li>• III.B.4. Child blends syllables into words.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: The Sun and Seasons Wednesday Circle Time 3</li> <li>• Week 2: Plants All Around Wednesday Center Time 1 (Small Group)</li> <li>• Week 4: Insects, Bees, and Wiggly Worms Tuesday Circle Time 3</li> </ul>
<b>III.C. – Alphabet Knowledge Skills</b>		
<b>III.D. – Comprehension of Text Read Aloud Skills</b>		
<b>III.E. – Print Concepts</b>		

## Domain 3 – Emergent Literacy Reading

### Theme 4: Healthy Me

	WEEKS 1–4	LOCATION TITLE
III.A. – Motivation to Read Skills		
III.B. – Phonological Awareness Skills	<ul style="list-style-type: none"> <li>III.B.5. Child can segment a syllable from a word.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: Growing Healthy Bodies Monday Center Time 1 (Small Group)</li> </ul>
III.C. – Alphabet Knowledge Skills	<ul style="list-style-type: none"> <li>III.C.3. Child produces at least 20 distinct letter-sound correspondences in the language of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Week 4: Being Safe Wednesday Center Time 2 (Small Group)</li> </ul>
III.D. – Comprehension of Text Read Aloud Skills		
III.E. – Print Concepts		

### Theme 5: Living Creatures

	WEEKS 1–4	LOCATION TITLE
III.A. – Motivation to Read Skills		
III.B. – Phonological Awareness Skills	<ul style="list-style-type: none"> <li>III.B.7. Child can produce a word that begins with the same sound as a given pair of words.</li> <li>III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My Animals Wednesday Read Aloud 2</li> <li>Week 3: Animals in Water Monday Center Time 1 (Small Group)</li> </ul>
III.C. – Alphabet Knowledge Skills		
III.D. – Comprehension of Text Read Aloud Skills		
III.E. – Print Concepts		

## Domain 3 – Emergent Literacy Reading

### Theme 6: Transportation and Movement

	WEEKS 1-4	LOCATION TITLE
<b>III.A. – Motivation to Read Skills</b>		
<b>III.B. – Phonological Awareness Skills</b>	<ul style="list-style-type: none"> <li>III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: We Move! Monday Center Time 1 (Small Group)</li> </ul>
<b>III.C. – Alphabet Knowledge Skills</b>		
<b>III.D. – Comprehension of Text Read Aloud Skills</b>		
<b>III.E. – Print Concepts</b>	<ul style="list-style-type: none"> <li>III.E.3. Child can identify some conventional features of print that communicate meaning including end punctuation and case.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: We Move! Tuesday Read Aloud 1</li> </ul>

## Domain 4 – Emergent Literacy Writing

### Domain Overview

**Domain 4 – Emergent Literacy Writing** begins with an eight-week introduction of “motivation to write” and writing process skills as teachers provide multiple opportunities for children to draw and write with purpose. As with emergent reading, children’s motivation is developed first and remains foundational as it helps to make literacy proficiency, rigor, and perseverance possible.

Starting in Theme 3, Week 1, increasingly complex writing process skills (including revising and editing as a group) and writing conventions are introduced. Cross-content activities are gradually added to the curriculum to develop children’s fine motor skills and small muscle coordination (such as sculpting with clay, sorting small objects, painting with watercolors, and measuring and pouring). These skills aid in writing by strengthening children’s hand muscles and eye-hand coordination.

In later weeks, when most skills have been introduced, emergent literacy writing skills are reinforced through repetition and practice in multiple contexts (as opposed to only during writing time or in one center). By Theme 7, Week 1, all skills have been introduced, and the remaining themes focus on increasingly complex conventions in writing skills such as punctuation and capitalization. To explore these skills in more depth, please visit **Correlations** on your Quaver Pre-K Teacher Dashboard.

## Theme 1: Welcome to Pre-K!

	WEEKS 1-4	LOCATION TITLE
<b>IV.A. – Motivation to Write Skills</b>	<ul style="list-style-type: none"> <li>IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</li> <li>IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My New Class Tuesday Center Time 2 (Small Group)</li> <li>Week 4: My Friends Monday Center Time 2 (Small Group)</li> </ul>
<b>IV.B. – Writing as a Process</b>	<ul style="list-style-type: none"> <li>IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My New Class Tuesday Circle Time 1</li> </ul>
<b>IV.C. – Conventions in Writing</b>		

## Domain 4 – Emergent Literacy Writing

### Theme 3: Amazing Nature

	WEEKS 1–4	LOCATION TITLE
IV.A. – Motivation to Write Skills		
IV.B. – Writing as a Process	<ul style="list-style-type: none"> <li>IV.B.2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: Plants All Around Monday Circle Time 1</li> </ul>
IV.C. – Conventions in Writing	<ul style="list-style-type: none"> <li>IV.C.1. Child writes his own name (first name or frequent nickname) using legible letters in proper sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: The Sun and Seasons Wednesday Circle Time 2</li> </ul>

### Theme 4: Healthy Me

	WEEKS 1–4	LOCATION TITLE
IV.A. – Motivation to Write Skills		
IV.B. – Writing as a Process	<ul style="list-style-type: none"> <li>IV.B.3. Child shares and celebrates class-made and individual written products.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: Growing Healthy Bodies Friday Center Time 2 (Small Group)</li> </ul>
IV.C. – Conventions in Writing		

### Theme 5: Living Creatures

	WEEKS 1–4	LOCATION TITLE
IV.A. – Motivation to Write Skills		
IV.B. – Writing as a Process		
IV.C. – Conventions in Writing	<ul style="list-style-type: none"> <li>IV.C.2. Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My Animals Tuesday Center Time 1</li> </ul>

## Domain 4 – Emergent Literacy Writing

### Theme 6: Transportation and Movement

	WEEKS 1–4	LOCATION TITLE
<b>IV.A. – Motivation to Write Skills</b>		
<b>IV.B. – Writing as a Process</b>		
<b>IV.C. – Conventions in Writing</b>	<ul style="list-style-type: none"> <li>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: We Move! Monday Circle Time 1</li> </ul>

### Theme 7: Construction

	WEEKS 1–4	LOCATION TITLE
<b>IV.A. – Motivation to Write Skills</b>		
<b>IV.B. – Writing as a Process</b>		
<b>IV.C. – Conventions in Writing</b>	<ul style="list-style-type: none"> <li>IV.C.3. Child independently uses letters to make words or parts of words.</li> <li>IV.C.5. Child begins to experiment with punctuation when writing.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: How We Build Monday Circle Time 1</li> <li>Week 3: Places We Play Monday Center Time 1 (Small Group)</li> </ul>





## **Domain 5 – Mathematics**

### **Domain Overview**

The skills addressed in **Domain 5 – Mathematics** begin with an introduction to basic number sense, comparing objects, and general concepts associated with the passing of time (such as “after,” “next,” “before,” and “today”). Gradually, complex counting skills are introduced beginning with rote counting and one-to-one correspondence, which then build up to adding and taking away skills by the end of the year. Increasingly complex skills are also introduced related to geometry, beginning with the recognition of common shapes. This then builds up to creating, rotating, and describing the placement of objects representing different shapes.

Measurement begins with comparing heights and lengths before moving to the more complex concepts of weight and density. Classification skills comparing characteristics between objects are introduced at the beginning of the year before building up to pattern recognition, creation, and graphic representation. Each skill and skill subset is reinforced many times throughout the curriculum’s remaining themes with repetition, practice, and increasing complexity. To explore these skills in more depth, please visit **Correlations** on your Quaver Pre-K Teacher Dashboard.

**Theme 1: Welcome to Pre-K!**

	<b>WEEKS 1–4</b>	<b>LOCATION TITLE</b>
<b>V.A. – Counting Skills</b>	<ul style="list-style-type: none"> <li>• V.A.1. Child knows that objects, or parts of an object, can be counted.</li> <li>• V.A.2. Child uses words to rote count from 1 to 30. (1-10).</li> <li>• V.A.3. Child counts 1-10 items, with one count per item.</li> <li>• V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 2: About Me Tuesday Circle Time 1</li> <li>• Week 3: My Family Thursday Circle Time 1</li> <li>• Week 2: About Me Tuesday Center Time 1 (Small Group)</li> <li>• Week 4: My Friends Monday Reflection</li> </ul>
<b>V.B. – Adding To/Taking Away Skills</b>		
<b>V.C. – Geometry and Spatial Sense Skills</b>	<ul style="list-style-type: none"> <li>• V.C.1. Child names common shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 4: My Friends Tuesday Center Time 1 (Small Group)</li> </ul>
<b>V.D. – Measurement Skills</b>	<ul style="list-style-type: none"> <li>• V.D.1. Child recognizes and compares heights or lengths of people or objects.</li> <li>• V.D.4. Child uses language to describe concepts associated with the passing of time. (such as: daily schedule, “after snack,” “before recess,” “yesterday,” etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Week 2: About Me Wednesday Circle Time 3</li> <li>• Week 1: My New Class Monday Circle Time 3</li> </ul>
<b>V.E. – Classification and Patterns Skills</b>	<ul style="list-style-type: none"> <li>• V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</li> <li>• V.E.2. Child collects data and organizes it in a graphic representation.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: My New Class Monday Center Time 2</li> <li>• Week 4: My Friends Monday Circle Time 2</li> </ul>

**Theme 2: Communities**

	<b>WEEKS 1–4</b>	<b>LOCATION TITLE</b>
<b>V.A. – Counting Skills</b>	<ul style="list-style-type: none"> <li>• V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.</li> <li>• V.A.5. Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 3: Helping Each Other Monday Circle Time 3</li> <li>• Week 4: Helping Our Planet Tuesday Center Time 2 (Small Group)</li> </ul>
<b>V.B. – Adding To/Taking Away Skills</b>		
<b>V.C. – Geometry and Spatial Sense Skills</b>	<ul style="list-style-type: none"> <li>• V.C.2. Child creates shapes.</li> <li>• V.C.3. Child demonstrates use of location words (such as over, under, above, on, beside, next to, between, in front of, near, far).</li> </ul>	<ul style="list-style-type: none"> <li>• Week 3: Helping Each Other Friday Circle Time 1</li> <li>• Week 1: Schools and Neighborhoods Monday Circle Time 2</li> </ul>
<b>V.D. – Measurement Skills</b>		
<b>V.E. – Classification and Patterns Skills</b>	<ul style="list-style-type: none"> <li>• V.E.3. Child recognizes and creates patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Schools and Neighborhoods Thursday Circle Time 3</li> </ul>

## Domain 5 – Mathematics

### Theme 3: Amazing Nature

	WEEKS 1–4	LOCATION TITLE
<b>V.A. – Counting Skills</b>	<ul style="list-style-type: none"> <li>V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.</li> <li>V.A.7. Child uses the verbal ordinal terms.</li> <li>V.A.9. Child recognizes one-digit numerals, 0-9.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: Plants All Around Wednesday Circle Time 3</li> <li>Week 3: Seeds and the Farm Monday Circle Time 3</li> <li>Week 4: Insects, Bees, and Wiggly Worms Thursday Circle Time 3</li> </ul>
<b>V.B. – Adding To/Taking Away Skills</b>		
<b>V.C. – Geometry and Spatial Sense Skills</b>		
<b>V.D. – Measurement Skills</b>	<ul style="list-style-type: none"> <li>V.D.2. Child recognizes how much can be placed within an object.</li> </ul>	<ul style="list-style-type: none"> <li>Week 3: Seeds and the Farm Tuesday Center Time 1 (Small Group)</li> </ul>
<b>V.E. – Classification and Patterns Skills</b>		

### Theme 4: Healthy Me

	WEEKS 1–4	LOCATION TITLE
<b>V.A. – Counting Skills</b>		
<b>V.B. – Adding To/Taking Away Skills</b>	<ul style="list-style-type: none"> <li>V.B.1. Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: Eating Healthy Foods Tuesday Center Time 1 (Small Group)</li> </ul>
<b>V.C. – Geometry and Spatial Sense Skills</b>	<ul style="list-style-type: none"> <li>V.C.4. Child slides, turns and flips shapes to demonstrate that the shapes remain the same.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: Eating Healthy Foods Thursday Center Time 1</li> </ul>
<b>V.D. – Measurement Skills</b>	<ul style="list-style-type: none"> <li>V.D.3. Child informally recognizes and compares weights of objects or people.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: Growing Healthy Bodies Wednesday Circle Time 3</li> </ul>
<b>V.E. – Classification and Patterns Skills</b>		

## Domain 5 – Mathematics

### Theme 5: Living Creatures

	WEEKS 1–4	LOCATION TITLE
V.A. – Counting Skills		
V.B. – Adding To/Taking Away Skills	<ul style="list-style-type: none"> <li>V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: Animals on Land Monday Circle Time 3</li> </ul>
V.C. – Geometry and Spatial Sense Skills		
V.D. – Measurement Skills		
V.E. – Classification and Patterns Skills		

### Theme 6: Transportation and Movement

	WEEKS 1–4	LOCATION TITLE
V.A. – Counting Skills		
V.B. – Adding To/Taking Away Skills	<ul style="list-style-type: none"> <li>V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: We Move! Monday Center Time 2 (Small Group)</li> </ul>
V.C. – Geometry and Spatial Sense Skills		
V.D. – Measurement Skills		
V.E. – Classification and Patterns Skills		

## Domain 6 – Science

### Domain Overview

The skills addressed in **Domain 6 – Science** are introduced with a focus on observing, investigating and describing the properties and characteristics of objects, people, animals, plants, and other Earth and sky materials, including the weather. Gradually, more complex skills are added in each category of physical, life, Earth, and space science skills.

Each skill is subsequently reinforced many times throughout the curriculum’s remaining themes. By the end of the Pre-K year, children are investigating sophisticated scientific concepts including sources of energy (light, heat, and electricity), the relationship between organisms and their environments, and how to demonstrate care for the Earth. To explore these skills in more depth, please visit **Correlations** on your Quaver Pre-K Teacher Dashboard.

### Theme 1: Welcome to Pre-K!

	WEEKS 1–4	LOCATION TITLE
VI.A. – Physical Science Skills	<ul style="list-style-type: none"> <li>VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: About Me Monday Circle Time 1</li> </ul>
VI.B. – Life Sciences Skills		
VI.C. – Earth and Space Science Skills		

### Theme 2: Communities

	WEEKS 1–4	LOCATION TITLE
VI.A. – Physical Science Skills	<ul style="list-style-type: none"> <li>VI.A.3. Child uses simple measuring devices to learn about objects.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: Community Helpers Wednesday Circle Time 3</li> </ul>
VI.B. – Life Sciences Skills		
VI.C. – Earth and Space Science Skills		

## Domain 6 – Science

### Theme 3: Amazing Nature

	WEEKS 1–4	LOCATION TITLE
VI.A. – Physical Science Skills		
VI.B. – Life Sciences Skills		
VI.C. – Earth and Space Science Skills	<ul style="list-style-type: none"> <li>VI.C.1. Child observes, investigates, describes, and discusses earth materials, and their properties and uses.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: Plants All Around Tuesday Center Time (Small Group) 1</li> </ul>

### Theme 4: Healthy Me

	WEEKS 1–4	LOCATION TITLE
VI.A. – Physical Science Skills	<ul style="list-style-type: none"> <li>VI.A.2. Child observes, investigates, describes, and discusses position and motion of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Week 4: Being Safe Friday Center Time 1</li> </ul>
VI.B. – Life Sciences Skills		
VI.C. – Earth and Space Science Skills		

### Theme 5: Living Creatures

	WEEKS 1–4	LOCATION TITLE
VI.A. – Physical Science Skills		
VI.B. – Life Sciences Skills	<ul style="list-style-type: none"> <li>VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.</li> <li>VI.B.2. Child describes life cycles of organisms.</li> <li>VI.B.3. Child observes, investigates, describes, and discusses the relationship of organisms to their environments.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My Animals Thursday Circle Time 2</li> <li>Week 1: My Animals Tuesday Circle Time 2</li> <li>Week 2: Animals on Land Monday Circle Time 2</li> </ul>
VI.C. – Earth and Space Science Skills		



## Domain 7 – Social Studies

### Domain Overview

The skills addressed in **Domain 7 – Social Studies** are introduced with a focus on self, family, and school community. They then gradually expand to focus on the form and function of larger communities and community roles. Over time, children learn about the transactional nature of human interactions through consumerism, economic functions (buying and selling), community jobs and functions, and what it means to be a citizen in a democracy.

Geography is a core concept throughout the social studies curriculum as children increasingly expand their knowledge base beyond themselves and their own families and cultures. Each skill and skill subset is reinforced many times throughout the curriculum's remaining themes and eventually integrated with other content areas in Themes 6, 7, and 8. To explore these skills in more depth, please visit **Correlations** on your Quaver Pre-K Teacher Dashboard.



**Theme 1: Welcome to Pre-K!**

	<b>WEEKS 1–4</b>	<b>LOCATION TITLE</b>
<b>VII.A. – People, Past and Present Skills</b>	<ul style="list-style-type: none"> <li>• VII.A.1. Child identifies similarities and differences between himself, his classmates and other children inclusive of specific characteristics and cultural influences.</li> <li>• VII.A.2. Child identifies similarities and differences in characteristics of families.</li> <li>• VII.A.3. Child connects their life to events, time, and routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 2: About Me Monday Circle Time 2</li> <li>• Week 3: My Family Monday Circle Time 2</li> <li>• Week 1: My New Class Tuesday Circle Time 1</li> </ul>
<b>VII.B. – Economic Skills</b>		
<b>VII.C. – Geography Skills</b>		
<b>VII.D. – Citizenship Skills</b>		

**Theme 2: Communities**

	<b>WEEKS 1–4</b>	<b>LOCATION TITLE</b>
<b>VII.A. – People, Past and Present Skills</b>		
<b>VII.B. – Economic Skills</b>	<ul style="list-style-type: none"> <li>• VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Schools and Neighborhoods Monday Circle Time 2</li> </ul>
<b>VII.C. – Geography Skills</b>		
<b>VII.D. – Citizenship Skills</b>	<ul style="list-style-type: none"> <li>• VII.D.1. Child identifies flags of the United States and Texas.</li> <li>• VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence.</li> <li>• VII.D.3. The child engages in voting as a method for group decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 2: My Community Monday Circle Time 3</li> <li>• Week 2: My Community Tuesday Opening</li> <li>• Week 4: Helping Our Planet Thursday Circle Time 1</li> </ul>

## Domain 7 – Social Studies

### Theme 3: Amazing Nature

	WEEKS 1–4	LOCATION TITLE
VII.A. – People, Past and Present Skills		
VII.B. – Economic Skills		
VII.C. – Geography Skills	<ul style="list-style-type: none"> <li>VII.C.2. Child explores geography tools and resources.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: the Sun and Seasons Monday Center Time 1</li> </ul>
VII.D. – Citizenship Skills		

### Theme 4: Healthy Me

	WEEKS 1–4	LOCATION TITLE
VII.A. – People, Past and Present Skills		
VII.B. – Economic Skills	<ul style="list-style-type: none"> <li>VII.B.1. Child demonstrates that all people need food, clothing, and shelter.</li> <li>VII.B.2. Child demonstrates understanding of what it means to be a consumer.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: Eating Healthy Foods Monday Circle Time 1</li> <li>Week 2: Growing Healthy Bodies Friday Center Time 2</li> </ul>
VII.C. – Geography Skills		
VII.D. – Citizenship Skills		

## Domain 8 – Fine Arts

### Domain Overview

The skills addressed in **Domain 8 – Fine Arts** are introduced early and often in the Quaver Pre-K lesson sequence. Each skill in art, music, and dramatic expression provides children with opportunities to explore multiple art forms, mediums, and methods of movement, which not only bring joy to the classroom but also support learning in every other domain.

All fine arts skills are reinforced many times throughout the curriculum’s themes culminating in an integration with other domains and content areas in Themes 6, 7, and 8 as children use their fine arts skills to create, improvise, and represent ideas and emotions through artistic expression. To explore these skills in more depth, please visit **Correlations** on your Quaver Pre-K Teacher Dashboard.

### Theme 1: Welcome to Pre-K!

	WEEKS 1–4	LOCATION TITLE
VIII.A. – Art Skills	<ul style="list-style-type: none"> <li>VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.</li> <li>VIII.A.2. Child uses art as a form of creative self-expression and representation.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My New Class Monday Center Time 2</li> <li>Week 1: My New Class Wednesday Center Time 2</li> </ul>
VIII.B. – Music Skills	<ul style="list-style-type: none"> <li>VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My New Class Tuesday Circle Time 2</li> </ul>
VIII.C. – Dramatic Expression Skills	<ul style="list-style-type: none"> <li>VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My New Class Monday Center Time 1</li> </ul>

### Theme 2: Communities

	WEEKS 1–4	LOCATION TITLE
VIII.A. – Art Skills	<ul style="list-style-type: none"> <li>VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.</li> </ul>	<ul style="list-style-type: none"> <li>Week 3: Helping Each Other Wednesday Center Time 2 (Small Group)</li> </ul>
VIII.B. – Music Skills	<ul style="list-style-type: none"> <li>VIII.B.2. Child responds to different musical styles through movement and play.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: Schools and Neighborhoods Monday Reflection</li> </ul>
VIII.C. – Dramatic Expression Skills		



## Domain 9 – Physical Development

### Domain Overview

The skills addressed in **Domain 9 – Physical Development** are introduced throughout Theme 1, in the first four weeks of the Quaver Pre-K lesson sequence. Each skill is subsequently reinforced many times throughout the curriculum’s remaining themes. Fine and gross motor skills become increasingly complex throughout the year as children’s muscles, coordination, and cognitive skills develop in tandem. Healthy safety and hygiene habits are introduced early and often throughout the curriculum. To explore these skills in more depth, please visit **Correlations** on your Quaver Pre-K Teacher Dashboard.

### Theme 1: Welcome to Pre-K!

	WEEKS 1–4	LOCATION TITLE
<b>IX.A. – Gross Motor Development Skills</b>	<ul style="list-style-type: none"> <li>IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).</li> <li>IX.A.2. Child coordinates sequence of movements to perform tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My New Class Monday Movement</li> <li>Week 1: My New Class Wednesday Center Time 2</li> </ul>
<b>IX.B. – Fine-Motor Development Skills</b>	<ul style="list-style-type: none"> <li>IX.B.1. Child shows control of tasks that require small-muscle strength and control.</li> <li>IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My New Class Wednesday Center Time 2</li> <li>Week 4: My Friends Monday Movement</li> </ul>
<b>VIII.C. – Dramatic Expression Skills</b>	<ul style="list-style-type: none"> <li>IX.C.1. Child practices good habits of personal safety.</li> <li>IX.C.2. Child practices good habits of personal health and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My New Class Thursday Outdoor Time 1</li> <li>Week 1: My New Class Wednesday Outdoor Time 2</li> </ul>

### Theme 4: Healthy Me

	WEEKS 1–4	LOCATION TITLE
<b>IX.A. – Gross Motor Development Skills</b>		
<b>IX.B. – Fine-Motor Development Skills</b>		
<b>VIII.C. – Dramatic Expression Skills</b>	<ul style="list-style-type: none"> <li>IX.C.3. Child identifies good habits of nutrition and exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: Eating Healthy Foods Monday Circle Time 2</li> </ul>

## Domain 10 • Technology

### Domain Overview

The skills addressed in **Domain 10 – Technology** are introduced throughout Theme 1, in the first four weeks of the Quaver Pre-K lesson sequence via exposure to interactive tools and applications, such as songs, videos, and interactive books. Gradually, children develop more complex skills as they use, operate, and name digital tools with accuracy and safety. By the latter part of the Pre-K year, children are able to access information and express ideas through interactive technology. To explore these skills in more depth, please visit **Correlations** on your Quaver Pre-K Teacher Dashboard.

### Theme 1: Welcome to Pre-K!

	WEEKS 1-4	LOCATION TITLE
X.A. – Technology and Devices Skills	<ul style="list-style-type: none"> <li>X.A.1. Child opens and navigates through digital learning applications and programs.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My New Class Friday Center Time 2</li> </ul>

### Theme 5: Living Creatures

	WEEKS 1-4	LOCATION TITLE
X.A. – Technology and Devices Skills	<ul style="list-style-type: none"> <li>X.A.2. Child uses, operates, and names a variety of digital tools.</li> <li>X.A.5. Child practices safe behavior while using digital tools and resources.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: My Animals Tuesday Center Time 1</li> <li>Week 1: My Animals Thursday Center Time 2</li> </ul>

### Theme 6: Transportation and Movement

	WEEKS 1-4	LOCATION TITLE
X.A. – Technology and Devices Skills	<ul style="list-style-type: none"> <li>X.A.4. Child uses technology to access appropriate information.</li> </ul>	<ul style="list-style-type: none"> <li>Week 2: Moving On Land Thursday Center Time 1 (Small Group)</li> </ul>

### Theme 7: Construction

	WEEKS 1-4	LOCATION TITLE
X.A. – Technology and Devices Skills	<ul style="list-style-type: none"> <li>X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: How We Build Wednesday Circle Time 2</li> </ul>

## Phonology

Our phonological learning starts in Theme 2, Week 1 “Schools and Neighborhoods,” after children have had four full weeks of practice with oral language development, reading comprehension skills from interactive read alouds, and meaningful opportunities to engage in pre-reading and writing skills. Alphabet learning is introduced in Theme 1, Week 2 “About Me,” but does not focus on individual letters until Theme 2, Week 2 “Community Helpers.” From Theme 2, Weeks 1 and 2 on, all literacy reading and writing skills are developed in tandem and in a sequence that culminates in learning.

Phonological awareness begins with the recognition of rhyming words—which children are likely to be familiar with from songs and nursery rhymes—and moves quickly into hearing the distinction between words in a sentence. Phonology then moves to compound words, syllables, and eventually beginning and ending sounds. The focus on recognizing beginning and ending sounds coincides with the learning of letter sounds in the alphabet knowledge sequence. This is scheduled to occur around Theme 4, Week 4 “Being Safe” (mid-way through the year), but it could occur sooner if children have mastered prior skills early or if many of the children enter Pre-K with a foundation of phonological awareness. This is one reason why early assessment of these skills in Theme 1, Weeks 1-4 is critical for teachers.

Once children have a solid base of understanding and skills in beginning and ending sounds, complex skills are introduced. This includes recognizing and blending specific phonemes, in addition to onsets and rhymes. Once these skills are introduced in Themes 1-6, the remaining part of the Pre-K year is devoted to integrating all emergent literacy reading and writing skills. Thus, Themes 7 and 8 provide children opportunities to practice, and eventually master, phonological awareness.

### Theme 1: Welcome to Pre-K!

	WEEKS 1-4	LOCATION TITLE
<b>Phonology</b>	<ul style="list-style-type: none"> <li>• Get used to school; no letter teaching.</li> <li>• Introduce letters by assessing if children know the first letter (or more) of their name.</li> <li>• Practice recognizing letters in children’s names.               <ul style="list-style-type: none"> <li>– Identify letters generally and write them if they can.</li> <li>– Count letters in our name.</li> <li>– Compare names (whose name in the class starts with the same letter).</li> </ul> </li> <li>• Introduce the alphabet as a whole.               <ul style="list-style-type: none"> <li>– Play with letters and assess which letters children know.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: My New Class</li> <li>• Week 2: About Me Monday Center Time 1 (Small Group)</li> <li>• Week 3: My Family Monday Circle Time 1</li> <li>• Week 4: My Friends Monday Center Time 1 (Small Group)</li> </ul>

**Theme 2: Communities**

	WEEKS 1–4	LOCATION TITLE
Phonology	<ul style="list-style-type: none"> <li>• Letter play, games, and assessment.</li> <li>• Focus letter of the week - Tt</li> <li>• Focus letter of the week - Ss</li> <li>• Separate a normally spoken four-word sentence into individual words.</li> <li>• Focus letter of the week - Aa</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Schools and Neighborhoods Wednesday Circle Time 1</li> <li>• Week 2: Community Helpers Monday Center Time 1 (Small Group)</li> <li>• Week 3: Helping Each Other Monday Center Time 1 (Small Group)</li> <li>• Week 3: Helping Each Other Thursday Center Time 1 (Small Group)</li> <li>• Week 4: Helping Our Planet Wednesday Center Time 1 (Small Group)</li> </ul>

**Theme 3: Amazing Nature**

	WEEKS 1–4	LOCATION TITLE
Phonology	<ul style="list-style-type: none"> <li>• Focus letter of the week - Cc</li> <li>• Combine words to make a compound word.</li> <li>• Focus letter of the week - Pp</li> <li>• Focus letter of the week - Ff</li> <li>• Delete a word from a compound word.</li> <li>• Focus letter of the week - Ii</li> <li>• Focus letter of the week - Mm</li> <li>• Focus letter of the week - Ee</li> <li>• Focus letter of the week - Rr</li> <li>• Blend syllables into words.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: The Sun and Seasons Monday Center Time 1 (Small Group)</li> <li>• Week 1: The Sun and Seasons Friday Center Time 1 (Small Group)</li> <li>• Week 2: Plants All Around Monday Center Time 1 (Small Group)</li> <li>• Week 2: Plants All Around Wednesday Circle Time 1</li> <li>• Week 2: Plants All Around Wednesday Center Time 1 (Small Group)</li> <li>• Week 3: Seeds and the Farm Monday Center Time 1 (Small Group)</li> <li>• Week 3: Seeds and the Farm Thursday Circle Time 3</li> <li>• Week 4: Insects, Bees, and Wiggly Worms Monday Center Time 1 (Small Group)</li> <li>• Week 4: Insects, Bees, and Wiggly Worms Wednesday Circle Time 1</li> <li>• Week 4: Insects, Bees, and Wiggly Worms Tuesday Circle Time 3</li> </ul>

**Theme 4: Healthy Me**

	<b>WEEKS 1–4</b>	<b>LOCATION TITLE</b>
<b>Phonology</b>	<ul style="list-style-type: none"> <li>• Focus letter of the week - Kk</li> <li>• Focus letter of the week - Hh</li> <li>• Focus letter of the week - Nn</li> <li>• Focus letter of the week - Dd</li> <li>• Segment a syllable from a word.</li> <li>• Focus letter of the week - Gg</li> <li>• Focus letter of the week - Oo</li> <li>• Focus letter of the week - Bb</li> <li>• Focus letter of the week - Jj</li> <li>• Focus letter of the week - Ll</li> <li>• Focus letter of the week - Vv</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Eating Healthy Foods Monday Circle Time 1</li> <li>• Week 1: Eating Healthy Foods Wednesday Circle Time 1</li> <li>• Week 2: Growing Healthy Bodies Monday Center Time 1 (Small Group)</li> <li>• Week 2: Growing Healthy Bodies Wednesday Center Time 1 (Small Group)</li> <li>• Week 2: Growing Healthy Bodies Monday Circle Time 1</li> <li>• Week 3: My Feelings Monday Circle Time 1</li> <li>• Week 3: My Feelings Wednesday Circle Time 1</li> <li>• Week 3: My Feelings Thursday Circle Time 1</li> <li>• Week 4: Being Safe Monday Center Time 1 (Small Group)</li> <li>• Week 4: Being Safe Tuesday Center Time 1 (Small Group)</li> <li>• Week 4: Being Safe Wednesday Center Time 1 (Small Group)</li> </ul>

**Theme 5: Living Creatures**

	<b>WEEKS 1–4</b>	<b>LOCATION TITLE</b>
<b>Phonology</b>	<ul style="list-style-type: none"> <li>• Focus letter of the week - Ww</li> <li>• Focus letters of the week - Qq and Uu</li> <li>• Produce a word that begins with the same sound as a given pair of words.</li> <li>• Focus letters of the week - Xx, Yy, and Zz.</li> <li>• Recognize and blend spoken phonemes into one syllable words with pictorial support.</li> <li>• Review whole alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: My Animals Monday Center Time 1 (Small Group)</li> <li>• Week 1: My Animals Tuesday Center Time 1 (Small Group)</li> <li>• Week 1: My Animals Wednesday Read Aloud 2</li> <li>• Week 2: Animals on Land Monday Center Time 1 (Small Group)</li> <li>• Week 3: Animals in Water Monday Center Time 1 (Small Group)</li> <li>• Week 4: Animals in the Sky Monday Center Time 1 (Small Group)</li> </ul>



**Theme 6: Transportation and Movement**

	<b>WEEKS 1–4</b>	<b>LOCATION TITLE</b>
<b>Phonology</b>	<ul style="list-style-type: none"> <li>• Blend onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</li> <li>• Practice with everything learned.</li> <li>• Practice with everything learned.</li> <li>• Practice with everything learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: We Move! Monday Circle Time 1</li> <li>• Week 2: Moving on Land Monday Circle Time 1</li> <li>• Week 3: Moving in Water Monday Center Time 1 (Small Group)</li> <li>• Week 4: Moving in the Sky Monday Center Time 1 (Small Group)</li> </ul>

