

**TITLE**

**Special Area:** Preschool

**Written by:** Name, School

**ABSTRACT**

Provide a concise summary [100 words or less] of your presentation on a topic from the Core Knowledge Preschool Sequence or related to implementation of the Preschool Sequence. Describe the focus of your presentation and the Core Knowledge content that may apply to it.

**OVERVIEW**

Provide a list of specific goals and objectives from the Preschool Sequence that are addressed in your presentation. For each skill include, cite either:

- The CK skill number (from the CK-PAT), OR
- The level of each skill (Level I and/or Level II) and the page number(s) from the Core Knowledge Preschool Sequence.

**BACKGROUND KNOWLEDGE**

Cite up to three reference books or teacher resources that will enhance the teacher's ability to teach the knowledge and skills included in this presentation.

**PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS**

Identify the minimal goals and/or objectives from the Preschool Sequence that students must have already mastered in order to productively participate in the instructional activities described in this presentation.

**RESOURCES**

Provide a list of key resources -- fiction and/or nonfiction books, manipulative materials, props, audio visual aids, etc. – that will be used in teaching the instructional activities. This list should include the materials necessary for all lessons.

## LESSONS OUTLINE

Outline instructional activities. Be sure to provide sufficient detail so that an individual reading this description can replicate the activities.

**Lesson Title:** *Title*

### Daily Objective(s)

Provide a list of objectives from the Core Knowledge Preschool Sequence, as well as any additional objectives.

### Grouping (Check One)

Individual instruction

Small group instruction  Whole group instruction

### Materials & Preparation

Provide a list of each item a teacher must have in order to teach this lesson, as well as any advance preparation. Itemize the list and reference the item if it is included in the handouts, i.e., Appendix A, B, etc. This list should be all inclusive, detailing any pertinent items listed in “Resources,” as well as basic supplies, such as construction paper, markers, scissors, etc.

### Language of Instruction

#### Teacher:

List key vocabulary that will be used by the *teacher* in this lesson. Vocabulary may include, but is not limited to, those words identified in the Language of Instruction sections of the Preschool Sequence

#### Students:

List key vocabulary that will be used by the students in this lesson. Vocabulary may include, but is not limited to, those words identified in the Language of Instruction sections of the Preschool Sequence

### Procedures/Activities

Provide a numbered list of steps a teacher will take in presenting this lesson. Provide step-by-step directions for all activities.

### Go A Little Further

#### High Support

Describe how to modify the activity to provide greater support and cues for students who may have difficulty with the activities as described above. Be sure to mention any appropriate scaffolding techniques.

#### Low Support

Describe how to modify the activity to provide an additional challenge for those students who are readily able to perform the activities as described above.

### Assessment/Evaluation

Describe in detail a form of assessment – direct observation (anecdotal records, focus questions, checklist, web, participation chart), portfolio collection, or activity probe – that can be used to assess each student’s progress in regards to the goals and objectives of the lesson.

***For any additional lessons in the Unit, repeat the Lesson Title through Assessment/Evaluation sections.***

### **CULMINATING ACTIVITY (Optional)**

Describe how to bring closure and make connections to student learning. This could include a field trip, a class project, etc. Be sure that the culminating activity is correlated to the Preschool Sequence goals and objectives.

### **HANDOUTS/WORKSHEETS**

Please list all handouts, templates, worksheets, etc. needed to teach these activities. These handouts should be included in appendices that follow the “Bibliography” listing.

**IMPORTANT:** Copyrighted material should only be cited by source in the lessons, not photocopied and included as an appendix.

### **BIBLIOGRAPHY**

All books and materials used in writing this presentation should be cited in the Bibliography. This includes books in “Background Knowledge for the Teacher” and “Resources,” as well as books used to write the activities. Provide complete bibliographic information when available, addresses, ISBN numbers and telephone numbers. For example,

Hirsch, Jr. E.D. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1991, ISBN 0-385-31026-9.)

### **Directions for Appendices**

Label each handout as a new appendix, using alphabetical order, i.e., Appendix A, Appendix B, and so on. The word “Appendix” should be centered at the top of each page.

Position all appendices at the end of the activity descriptions, following the “Bibliography.”