



BUILDING TOWARD TEKS/TAKS - Pre-K

The pre-k program is provided for the purpose of compensatory experiences for four year old children. The strategies that are provided to these children to support TEKS/TAKS objectives will consist of readiness activities. At the pre-k level these activities are not necessarily mastered, but introduced and encouraged.

READING (Four Objectives)

Objective 1: *The student will demonstrate a basic understanding of culturally diverse written texts.*

To help students reach this objective, the teacher will

1. Expose students to a variety of culturally diverse types of written texts.
2. Expose students to a large vocabulary in a culturally diverse, print-rich environment to increase knowledge of words and their meanings.
3. Encourage vocabulary development through consideration of words met in science and culturally diverse social studies units.
4. Encourage vocabulary development with words met in culturally diverse activities throughout the day.

Objective 2: *The student will apply knowledge of literary elements to understand culturally diverse written texts.*

To help students reach this objective, the teacher will

1. Ask students to recall supporting facts and details by asking “wh” questions (who, what, where, why, when) after reading various types of literature with them.
2. Ask students to verbally summarize literature selections.
3. Ask students to arrange the events in a story in sequential order.

Objective 3: *The student will use a variety of strategies to analyze culturally diverse written texts.*

To help students reach this objective, the teacher will

1. Present a variety of culturally diverse literature selections to students to give experiences in discerning between fact and fiction.
2. Present a variety of culturally diverse literature selections to students to develop the ability to see differing points of view.
3. Ask students to identify the feelings and emotions of characters in culturally diverse selections.
4. Ask students to identify the cause and effect of a character's actions in culturally diverse selections.

Objective 4: *The student will apply critical thinking skills to analyze culturally diverse written texts.*

To help students reach this objective, the teacher will

1. Ask students to predict probable outcomes of a culturally diverse written story.
2. Give students opportunities for dramatic reenactments of culturally diverse stories using props, flannel board stories, puppets, stick puppets, die cuts, etc.
3. Provide the opportunity for role-playing and dramatic play experiences to help students develop the ability to see differing points of view.

WRITING (Six Objectives)

Objective 1: *The student will, within a given context, produce an effective composition for a specific purpose.*

To help students reach this objective, the teacher will

1. Discuss with students, in situations that arise during the day, that some speech is appropriate with our friends or at home, but would not be used with teachers or at school.
2. Discuss with students in naturally occurring situations in the classroom the different ways that we use writing throughout the day. This could include notes to and from teachers and parents, the lunch count, attendance, books, writing on bulletin boards, signs, student work in the halls, and dictation from individual students or the class.
3. As books are read, point out to the students the purpose of the book. Are we reading it for enjoyment or to learn something?

Objective 2: *The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar usage, and sentence construction.*

To help students reach this objective, the teacher will

1. Call attention to spelling, capitalization, punctuation, grammar usage, and sentence construction on items such as bulletin boards, posters, and books.
2. Model correct spelling, capitalization, punctuation, grammar usage, and sentence construction when writing with students - notes on students' art work or papers, notes to teachers and parents, and writing as a student or class decides what to say.

Objective 3: *The student will recognize appropriate organization of ideas in text.*

To help students reach this objective, the teacher will

1. Ask questions such as, "What will we need to do first?" and "What shall we do next?" during naturally occurring situations in the classroom such as when planning together.
2. Ask students to arrange the events in a story or classroom activity in sequential order.

Objective 4: *The student will recognize correct and effective sentence construction in written text.*

To help students reach this objective, the teacher will

1. Model the use of complete sentences in oral interaction with the students.
2. Encourage the use of complete sentences by students as they participate orally in classroom activities.
3. Model the use of complete sentences when writing with the students - notes to teachers, notes on students' art work or papers, notes to parents, other letters or material that an adult writes as the student or class decide what to say.

Objective 5: *The student will recognize standard usage and appropriate word choice in written text.*

To help students reach this objective, the teacher will

1. Model correct English usage in interactions with the students.
2. Expose students to many examples of correct English usage in literature, through reading or telling stories, poems, songs, and finger plays.

3. Model correct English usage when writing with the students - notes to teachers, notes on students' art work or papers, notes to parents, and other letters or other material that an adult writes as the student or class decide what to say.
4. Expose the students to correct English usage in book and tape combinations at the Listening Center.

Objective 6: *The student will proofread for correct punctuation, capitalization, and spelling in written text.*

To help students reach this objective, the teacher will

1. Informally highlight spelling, capitalization, and punctuation mechanics when writing with the students - notes to teachers, notes on students' art work or papers, notes to parents, and other letters or material that and adult writes as the student or class decide what to say.

MATH CONCEPTS (Six Objectives)

Objective 1: *The student will demonstrate an understanding of numbers operations and quantitative reasoning.*

To help students reach this objective, the teacher will

1. Give students many opportunities to use numbers in a meaningful way in the classroom - calendars, graphs, books, songs, and manipulatives.
2. Provide opportunities for students to experiment with manipulatives to introduce them to the concepts of "more", "less", and "the same".
3. Provide opportunities for students to experience comparing (more, less, or the same) sets of whole numbers from 1 to 5.

Objective 2: *The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.*

To help students reach these objectives, the teacher will

1. Provide opportunities for students to experiment with the creation of patterns.

Objective 3: *The student will demonstrate an understanding of geometry and spatial reasoning.*

To help students reach these objectives, the teacher will

1. Provide opportunities for students to explore and/or name geometric shapes.

Objective 4: *The student will demonstrate an understanding of the concepts and uses of measurement.*

To help students reach this objective, the teacher will

1. Provide manipulatives that give students opportunities to order objects by size.
2. Give students opportunities to compare the size and/or quantity of various objects.
3. Provide discovery and exploration opportunities for the sensory table.
4. Encourage the exploration of toys like blocks, Legos, and Duplos.

Objective 5: *The student will demonstrate an understanding of probability and statistics.*

To help students reach this objective, the teacher will

1. Provide activities that ask students as a class to create graphs and/or to interpret data from graphs.

2. Provide estimating experiences at the sand/water table, in blocks, and in using balance scales.
3. Use language that calls for students to estimate in regular activities in the classroom - "Do we have enough cups so that everyone can have one?" "Do we have too many?" "Do we have enough?"

Objective 6: *The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.*

To help students reach these objectives, the teacher will

1. Give students many opportunities to use numbers in a meaningful way in the classroom, such as the use of calendars, graphs, books, songs, finger plays, and manipulatives.
2. Ask students to arrange events in a story in sequential order.

Science (Four Objectives)

Objective 1: *The student will demonstrate an understanding of the nature of science.*

To help students reach this objective, the teacher will

1. Present information on "The Five Senses". This could be done in a unit or presented throughout the year.
2. Provide opportunities for students to explore the nature of science through a sensory table, science center with magnifying lenses, scales and other materials to explore the natural and the manmade world.

Objective 2: *The student will demonstrate an understanding of the life sciences.*

To help students reach this objective, the teacher will

1. Provide opportunities for students to explore life sciences through units such as mammals, reptiles, amphibians, insects, arachnids, and plants.

2. Explore the world around us by walking trips and field trips.

Objective 3: *The student will demonstrate an understanding of the physical sciences.*

To help students reach this objective, the teacher will

1. Provide opportunities for students to explore the physical sciences through units such as tools, machines, and transportation.
2. Explore the physical world at centers such as a construction center, sensory table, and science center.

Objective 4: *The student will demonstrate an understanding of the earth sciences.*

To help students reach this objective, the teacher will

1. Provide opportunities for students to explore earth sciences through various units. These could include rocks and minerals, weather, water, and solar system.
2. Explore earth sciences at the sensory table and science center.

Social Studies (Five Objectives)

Objective 1: *The student will demonstrate an understanding of issues and events in U.S. History.*

To help students reach this objective, the teacher will

1. Provide opportunities in discussions and when reading literature to explore the concept of yesterday, today, and tomorrow.
2. Use vocabulary with the students that includes such concepts as last week/next week, last month/next month, a long time ago, etc.

3. Use the calendar to introduce students to our measurement of time and dates.
4. Explore issues and events in U.S. history through units such as Columbus Day, Thanksgiving, Martin Luther King, Jr. Day, the post office, and Presidents' Day.

Objective 2: *The student will demonstrate an understanding of geographic influences on historical issues and events.*

To help students reach this objective, the teacher will

1. Provide opportunities to explore maps and globes.
2. Explore geographic influences on historical issues and events through units such as Columbus Day, Thanksgiving, Apples (Johnny Appleseed), Winter (period books such as those by Laura Ingalls Wilder).

Objective 3: *The student will demonstrate an understanding of economic and social influences on historical issues and events.*

To help students reach this objective, the teacher will

1. Provide opportunities for students to explore social influences through units such as Black History, Cinco de Mayo, Chinese New Year, and other culturally diverse celebrations.

Objective 4: *The student will demonstrate an understanding of political influences on historical issues and events.*

To help students reach this objective, the teacher will

1. Provide opportunities in the classroom for students to make choices such as "Who wants tacos and who wants hamburgers?" "What kind of apple did you like best?"

2. Provide opportunities for students to make class choices through voting.
"Do you want to have long centers today or do you want to go outside?"

Objective 5: *The student will use critical-thinking skills to analyze social studies information.*

To help students reach this objective, the teacher will

1. Ask students to recall supporting facts and details by asking “wh” questions (who, what, where, why, when) after reading various types of literature with them.
2. Present a variety of culturally diverse literature selections to students to give experiences in discerning between fact and fiction.
3. Present a variety of culturally diverse literature selections to students to develop the ability to see differing points of view.