

Little Brahma Barn Christian Preschool  
 2023 - 2024 Scope and Sequence  
 Preschool "Chicken Coop" 3 year old Class  
 Bucket Calves will pull concepts from this scope and sequence

	August/September	October	November	December	January	February	March	April	May
Christian Foundations	Daily Prayers Bible Stories Each Month								
Christian Foundations	God Made Me Psalm 139:14	God Gives Us Family	Thank You God Psalm 106:1	God Sent his Son John 3:16	Fruit of the Spirit Galatians 5:22-23	Love One Another John 13:34	Jesus is Alive Matthew 28:6	Miracles of the Bible	Jesus Teaches Us Mark 6:34
Social and Emotional Development	<p style="text-align: center;">A. Self-Concept</p> <ul style="list-style-type: none"> <li>• PK3.I.A.1 Child is building competence in controlling own body movements.</li> <li>• PK3.I.A.2 Child can identify own physical attributes and indicate some likes and dislikes when prompted.                             <ul style="list-style-type: none"> <li>• PK3.I.A.3 Child begins to show awareness of own abilities.</li> </ul> </li> <li>• PK3.I.A.4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise.</li> </ul> <p style="text-align: center;">B. Self-Regulation</p> <p style="text-align: center;">1. Behavior Control:</p> <ul style="list-style-type: none"> <li>• PK3.I.B.1.a Child follows simple rules and routines when assisted by adults.</li> <li>• PK3.I.B.1.b Child takes care of and manages classroom materials with adult assistance.</li> <li>• PK3.I.B.1.c Child manages own behavior with adult guidance and assistance.</li> </ul> <p style="text-align: center;">2. Emotional Control:</p> <ul style="list-style-type: none"> <li>• PK3.I.B.2.a Child recognizes and expresses a range of emotions.</li> <li>• PK3.I.B.2.b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared).                             <ul style="list-style-type: none"> <li>• PK3.I.B.2.c Child manages intensity of emotions with adult assistance.</li> </ul> </li> </ul> <p style="text-align: center;">3. Control of Attention:</p> <ul style="list-style-type: none"> <li>• PK3.I.B.3.a Child focuses attention on one task at a time but may not stay with it to completion.</li> <li>• PK3.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time.</li> </ul> <p style="text-align: center;">C. Relationships with Others</p> <ul style="list-style-type: none"> <li>• PK3.I.C.1 Child forms positive relationships with adults and peers.</li> <li>• PK3.I.C.2 Child assumes roles and responsibilities as part of the classroom community with adult assistance.                             <ul style="list-style-type: none"> <li>• PK3.I.C.3 Child shows interest in peer play but may be less skilled in initiating and joining a group.                                     <ul style="list-style-type: none"> <li>• PK3.I.C.4 Child enjoys parallel and associative play with peers.</li> </ul> </li> <li>• PK3.I.C.5 Child seeks adult help when experiencing conflicts with another child.                                     <ul style="list-style-type: none"> <li>• PK3.I.C.6 Child responds with concern when a child or adult is distressed.   <ul style="list-style-type: none"> <li>• PK3.I.C.7 Child interacts with peers and may have preferred friends.</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p style="text-align: center;">D. Social Awareness</p> <ul style="list-style-type: none"> <li>• PK3.I.D.1 Child shows interest in other people and their feelings.</li> </ul>								
Social and Emotional Development									

Emergent Literacy: Language and Communication	<p style="text-align: center;">A. Listening Comprehension</p> <ul style="list-style-type: none"> <li>• PK3.II.A.1 Child responds to situations in ways that demonstrate an understanding of what has been communicated.</li> <li>• PK3.II.A.2 Child shows understanding by following two-step verbal directions.</li> </ul> <p style="text-align: center;">B. Speaking (Conversation)</p> <ul style="list-style-type: none"> <li>• PK3.II.B.1 Child uses language to communicate basic needs and wants.</li> <li>• PK3.II.B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.</li> <li>• PK3.II.B.3 Child is able to communicate basic information in familiar social settings.</li> <li>• PK3.II.B.4 Child begins to use appropriate language for different situations.</li> </ul> <p style="text-align: center;">C. Articulation</p> <ul style="list-style-type: none"> <li>• PK3.II.C.1 Child's speech is understood by familiar adults and peers.</li> <li>• PK3.II.C.2 Child begins to mimic intonation of language through songs and fingerplay.</li> </ul> <p style="text-align: center;">D. Vocabulary</p> <ul style="list-style-type: none"> <li>• PK3.II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.</li> <li>• PK3.II.D.2 Child understands (receptive) the instructional language of the classroom.</li> <li>• PK3.II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.</li> </ul> <p style="text-align: center;">E. Sentences and Structure</p> <ul style="list-style-type: none"> <li>• PK3.II.E.1 Child typically uses simple sentences of three to four words, usually in correct word order.</li> <li>• PK3.II.E.2 Child begins to use regular plurals and regular past tense correctly.</li> <li>• PK3.II.E.3 Child uses simple sentence structures with at least one idea.</li> <li>• PK3.II.E.4 Child understands increasingly longer sentences that combine two ideas.</li> </ul>								
Emergent Literacy: Language and Communication	Daily Interactions from beginning to end provide a rich environment for building these skills.								
Emergent Literacy: Reading Motivation to Read	<p style="text-align: center;">A. Motivation to Read</p> <ul style="list-style-type: none"> <li>• PK3.III.A.1 Child demonstrates an interest in pictures, text, and stories read aloud.</li> <li>• PK3.III.A.2 Child tells a story by looking at pictures or from memory.</li> <li>• PK3.III.A.3 Child notices and connects meaning to environmental print.</li> </ul>								
Emergent Literacy: Reading Motivation to Read	Kevin Henkes Apples/Fall  Humpty Dumpty	Halloween Bats/Spiders  Itsy Bitsy Spider	Thanksgiving  Hey Diddle Diddle	Christmas  Twinkle Twinkle Little Star	Winter  Little Boy Blue	Valentines Day  Baa Baa Black Sheep	Easter Farm Animals  Mary Had a Little Lamb	Spring Our Planet  Little Jack Horner	Favorite Characters
Emergent Literacy: Reading Phonological Awareness	<p style="text-align: center;">B. Phonological Awareness</p> <ul style="list-style-type: none"> <li>• PK3.III.B.1 Child recognizes when a word in a spoken sentence is changed.</li> <li>• PK3.III.B.2 Child begins to distinguish differences between similar-sounding words.</li> <li>• PK3.III.B.3 Child recognizes the individual words in a compound word.</li> <li>• PK3.III.B.4 *Three-year olds do not typically develop word manipulation skills, so no outcome is included*</li> <li>• PK3.III.B.5 Child participates in oral syllabication activities.</li> <li>• PK3.III.B.6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay.</li> <li>• PK3.III.B.7 Child uses alliteration through playful activities such as songs and read alouds.</li> <li>• PK3.III.B.8 Child participates in onset-rime blending activities (in English only).</li> <li>• PK3.III.B.9 *Three-year olds do not typically develop phonemic awareness, so no outcome is included*</li> </ul>								
Emergent Literacy: Reading Alphabet Knowledge	<p style="text-align: center;">C. Alphabet Knowledge</p> <ul style="list-style-type: none"> <li>• PK3.III.C.1 Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print).</li> <li>• PK3.III.C.2 Child identifies the letter associated with the sound of the first letter of his name.</li> <li>• PK3.III.C.3 Child produces the correct sound for the first letter of his name.</li> </ul>								
Emergent Literacy: Reading Alphabet Knowledge	Letters: A-E	Letters: F-I	Letters: J-M	Review	Letters: N-P	Letters: Q-T	Letters: U-V	Letters: W-Z	Review
Emergent Literacy: Reading Comprehension of Text	<p style="text-align: center;">D. Comprehension of Text</p> <ul style="list-style-type: none"> <li>• PK3.III.D.1 Child re-enacts a story after it has been read aloud.</li> <li>• PK3.III.D.2 Child makes personal connections to books read aloud.</li> <li>• PK3.III.D.3 Child asks and answers age-appropriate questions about a book.</li> <li>• PK3.III.D.4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story.</li> </ul>								
Emergent Literacy Reading Concepts of Print	<p style="text-align: center;">E. Concepts of Print</p> <ul style="list-style-type: none"> <li>• PK3.III.E.1 Child can distinguish between pictures and print.</li> <li>• PK3.III.E.2 Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page).</li> <li>• PK3.III.E.3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters).</li> </ul>								

<p>EL: Writing Motivation to Write</p>	<p>A. Motivation to Write</p> <ul style="list-style-type: none"> <li>• PK3.IV.A.1 Child engages in free-choice drawing and writing activities.</li> <li>• PK3.IV.A.2 Child attempts to draw and write for many purposes and begins to explore different writing tools.</li> </ul>								
<p>EL: Writing Writing as a Process Conventions in Writing</p>	<p>B. Writing as a Process</p> <ul style="list-style-type: none"> <li>• PK3.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting.</li> <li>• PK3.IV.B.2 Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities.</li> <li>• PK3.IV.B.3 Child shares written products with others.</li> </ul> <p>C. Conventions in Writing</p> <ul style="list-style-type: none"> <li>• PK3.IV.C.1 Child attempts to write some letters of own name (usually beginning with the first letter).</li> <li>• PK3.IV.C.2 Child uses drawings, scribbles, and mock letters to communicate ideas.</li> <li>• PK3.IV.C.3 Child begins to write using letter-like forms.</li> <li>• PK3.IV.C.4 Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page.</li> </ul>								
<p>Mathematics Number Sense</p>	<p>A. Number Sense</p> <ul style="list-style-type: none"> <li>• PK3.V.A.1 Child rote counts from 1 to 10.</li> <li>• PK3.V.A.2 Child counts up to 5 objects with one-to-one correspondence.</li> <li>• PK3.V.A.3 Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</li> <li>• PK3.V.A.4 Child instantly recognizes the quantity of up to 3 objects without counting (subitizes).</li> <li>• PK3.V.A.5 Child recognizes numerals 0-5.</li> <li>• PK3.V.A.6 Child represents quantities up to 5.</li> <li>• PK3.V.A.8 Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of).</li> </ul>								
<p>Mathematics Number Sense</p>	<p>Counting to 5 Number 1-2</p>	<p>Counting to 5 Number 3</p>	<p>Counting to 10 Number 4</p>	<p>Counting to 10 Number 5</p>	<p>Counting to 15 Number 6</p>	<p>Counting to 15 Number 7</p>	<p>Counting to 20 Number 8</p>	<p>Counting to 25 Number 9</p>	<p>Counting to 30 Number 10</p>
<p>Mathematics Joining and Separating Geometry and Spatial Sense Measurement Classification and Patterns</p>	<p>B. Joining and Separating</p> <ul style="list-style-type: none"> <li>• PK3.V.B.1 Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set.</li> <li>• PK3.V.B.2 Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set.</li> </ul> <p>C. Geometry and Spatial Sense</p> <ul style="list-style-type: none"> <li>• PK3.V.C.1 Child names and describes common 2D shapes.</li> <li>• PK3.V.C.2 Child attempts to create shapes using materials and/or manipulatives.</li> <li>• PK3.V.C.3 Child begins to use language to describe position of objects.</li> <li>• PK3.V.C.4 Child recognizes common shapes, regardless of size.</li> </ul> <p>D. Measurement</p> <ul style="list-style-type: none"> <li>• PK3.V.D.1 Child understands that lengths of objects can vary and be compared.</li> <li>• PK3.V.D.2 Child begins to recognize capacity based on how much space exists within an object.</li> <li>• PK3.V.D.3 Child understands that weights of objects can vary and be compared.</li> <li>• PK3.V.D.4 Child shows awareness of the passage of time within a day.</li> </ul> <p>E. Classification and Patterns</p> <ul style="list-style-type: none"> <li>• PK3.V.E.1 Child sorts objects that are the same and different.</li> <li>• PK3.V.E.2 Child participates in group activities of collecting data and organizing it into graphic representations.</li> <li>• PK3.V.E.3 Child recognizes and duplicates patterns.</li> </ul>								
<p>Mathematics Joining and Separating Geometry and Spatial Sense Measurement Classification and Patterns</p>	<p>Red Circle Measuring Kids</p>	<p>Orange Square Group Graphing</p>	<p>Yellow Triangle Sorting</p>	<p>Green Oval Patterns</p>	<p>Blue Rectangle Patterns</p>	<p>Purple/Pink Heart Positional Words</p>	<p>Brown Hexagon</p>	<p>Black/White Octagon</p>	<p>Review</p>
<p>Physical Development Gross Motor Fine Motor</p>	<p>A. Gross Motor Development</p> <ul style="list-style-type: none"> <li>• PK3.IX.A.1 Child masters basic skills of running, jumping, climbing, and pedaling.</li> <li>• PK3.IX.A.2 Child engages in movement sequences with adult support.</li> </ul> <p>B. Fine Motor Development</p> <ul style="list-style-type: none"> <li>• PK3.IX.B.1 Child experiments with a variety of fine motor tasks but may lack strength and control.</li> <li>• PK3.IX.B.2 Child shows emerging proficiency in tasks requiring eye-hand coordination.</li> </ul>								

Physical Development Personal Safety and Health	<p style="text-align: center;">C. Personal Safety and Health</p> <ul style="list-style-type: none"> <li>• PK4.IX.C.1 Child practices good habits of personal safety.</li> <li>• PK4.IX.C.2 Child practices good habits of personal health and hygiene.</li> <li>• PK4.IX.C.3 Child identifies good habits of nutrition and exercise.</li> </ul>								
Physical Development Personal Safety and Health	Handwashing Restroom Procedures	Stranger Danger	Crossing the Street Emergency Awareness	Review	Fire Safety	Food Choices	Animal Safety	Dental Health	Water/Sun Safety