

Little Brahma Barn Christian Preschool  
2023 - 2024 Scope and Sequence  
Prekindergarten "Herd" 4 Year Old Class

|                               | August/Sept   | October                | November                     | December                      | January                                  | February                       | March                          | April                    | May                           |
|-------------------------------|---|------------------------|------------------------------|-------------------------------|--|--------------------------------|--------------------------------|--------------------------|-------------------------------|
| Christian Foundations         | Daily Prayers<br>Bible Stories Each Month   |                        |                              |                               |  |                                |                                |                          |                               |
| Christian Foundations         | God Made Me<br>Psalm 139:14   | God Gives<br>Us Family | Thank You God<br>Psalm 106:1 | God Sent his Son<br>John 3:16 | Fruit of the Spirit<br>Galatians 5:22-23 | Love One Another<br>John 13:34 | Jesus is Alive<br>Matthew 28:6 | Miracles of<br>the Bible | Jesus Teaches Us<br>Mark 6:34 |
| Social &Emotional Development | <p style="text-align: center;">A. Self-Concept</p> <ul style="list-style-type: none"> <li>• PK4.I.A.1 Child is aware of where own body is in space and respects personal boundaries.</li> <li>• PK4.I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.</li> <li>• PK4.I.A.3 Child shows reasonable opinion of his own abilities and limitations.</li> <li>• PK4.I.A.4 Child shows initiative in trying new activities and demonstrates perseverance when attempting to overcome obstacles or challenges.</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>• PK4.I.B.1.a Child follows classroom rules and routines with occasional reminders from adults.</li> <li>• PK4.I.B.1.b Child takes care of and manages classroom materials.</li> <li>• PK4.I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.</li> </ul> <p style="text-align: center;">2. Emotional Control:</p> <ul style="list-style-type: none"> <li>• PK4.I.B.2.a Child begins to understand the connection between emotions and behaviors.</li> <li>• PK4.I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.</li> <li>• PK4.I.B.2.c Child is able to manage intensity of emotions more consistently, although adult guidance is sometimes necessary.</li> </ul> <p style="text-align: center;">3. Control of Attention:</p> <ul style="list-style-type: none"> <li>• PK4.I.B.3.a Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</li> <li>• PK4.I.B.3.b Child remains focused on engaging, teacher-led group activities for up to 20 minutes.</li> </ul> <p style="text-align: center;">C. Relationships with Others</p> <ul style="list-style-type: none"> <li>• PK4.I.C.1 Child uses effective verbal and nonverbal communication skills to build relationships with adults and peers.</li> <li>• PK4.I.C.2 Child assumes various roles and responsibilities as part of the classroom community.</li> <li>• PK4.I.C.3 Child shows competence in initiating social interactions.</li> <li>• PK4.I.C.4 Child increasingly interacts with peers during cooperative play scenarios that share a common plan and goal</li> <li>• PK4.I.C.5 Child initiates problem-solving strategies when experiencing conflicts with others and seeks adult support when necessary.</li> <li>• PK4.I.C.6 Child demonstrates empathy and caring for others. • PK4.I.C.7 Child interacts with peers and has preferred friends.</li> </ul> <p style="text-align: center;">D. Social Awareness</p> <ul style="list-style-type: none"> <li>• PK4.I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.</li> </ul> |                        |                              |                               |  |                                |                                |                          |                               |
| Social &Emotional Development | Daily Interactions from beginning to end provide a rich environment for building these skills.  |                        |                              |                               |  |                                |                                |                          |                               |

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| Emergent Literacy: Language and Communication     | <p style="text-align: center;">A. Listening Comprehension</p> <ul style="list-style-type: none"> <li>• PK4.II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.</li> <li>• PK4.II.A.2 Child shows understanding by following three-step verbal directions</li> </ul> <p style="text-align: center;">B. Speaking (Conversation)</p> <ul style="list-style-type: none"> <li>• PK4.II.B.1 Child uses language for multiple purposes.</li> <li>• PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.</li> <li>• PK4.II.B.3 Child provides appropriate information in various settings.</li> <li>• PK4.II.B.4 Child matches language to social contexts.</li> </ul> <p style="text-align: center;">C. Articulation</p> <ul style="list-style-type: none"> <li>• PK4.II.C.1 Child's speech is understood by both familiar and unfamiliar adults and peers</li> </ul> <p style="text-align: center;">D. Vocabulary</p> <ul style="list-style-type: none"> <li>• PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.</li> <li>• PK4.II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.</li> <li>• PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.</li> </ul> <p style="text-align: center;">E. Sentences and Structure</p> <ul style="list-style-type: none"> <li>• PK4.II.E.1 Child typically uses complete sentences of four or more words with ageappropriate grammatical complexity, usually in standard word order.</li> <li>• PK4.II.E.2 Child correctly uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</li> <li>• PK4.II.E.3 Child uses sentences that combine multiple phrases or ideas.</li> <li>• PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.</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>Motivation to Read: Daily interaction with Print, Library Center for Self Selected Pre Reading, Circle Time and Small Group</p> <p style="text-align: center;">PK4.III.A.1 Child engages in story-related pre-reading activities.</p> <p style="text-align: center;">PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.</p> <p style="text-align: center;">PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.</p>  |   |   |   |   |   |   |   |   |  |
| Emergent Literacy: Reading Motivation to Read     | Kevin Henkes Apples/Fall<br><br>Humpty Dumpty   | Halloween Bats/Spiders<br><br>Itsy Bitsy Spider | Thanksgiving<br><br>Hey Diddle Diddle                                   | Christmas<br><br>Twinkle Twinkle Little Star                                | Winter<br><br>Little Boy Blue               | Valentines Day<br><br>Baa Baa Black Sheep   | Easter Farm Animals<br><br>Mary Had a Little Lamb | Spring Our Planet<br><br>Little Jack Horner                             | Favorite Characters   |  |
| Emergent Literacy: Reading Phonological Awareness |   |   | PK4.III.B.1 Child identifies the individual words in a spoken sentence. | PK4.III.B.2 Child distinguishes differences between similar-sounding words. | PK4.III.B.6 Child identifies rhyming words. | <ul style="list-style-type: none"> <li>• PK4.III.B.3 Child uses two familiar base words to form a compound word with pictorial or gestural supports.</li> <li>• PK4.III.B.4 Child manipulates compound words with pictorial or gestural support.</li> </ul> |   | PK4.III.B.7 Child identifies alliterative words with pictorial support. | <p>PK4.III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).</p> <ul style="list-style-type: none"> <li>• PK4.III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.</li> </ul> |  |
| Emergent Literacy: Reading Alphabet Knowledge     | <p style="text-align: center;">C. Alphabet Knowledge</p> <ul style="list-style-type: none"> <li>• PK4.III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).</li> <li>• PK4.III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.</li> <li>• PK4.III.C.3 Child produces at least 20 distinct letter-sound correspondences.</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>• PK4.III.D.1 Child retells or re-enacts a story with a clear beginning, middle, and end.</li> <li>• PK4.III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</li> <li>• PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud</li> <li>• PK4.III.D.4 Child makes inferences and predictions about a text.</li> </ul>   |   |   |   |   |   |   |   |   |  |

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| Emergent Literacy Reading<br>Concepts of Print  | <p style="text-align: center;">E. Concepts of Print</p> <ul style="list-style-type: none"> <li>• PK4.III.E.1 Child can distinguish between elements of print including letters, words, and pictures.</li> <li>• PK4.III.E.2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).</li> <li>• PK4.III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.</li> </ul>  |   |   |   |  |  |  |  |   |
| EL: Writing<br>Motivation to Write  | <p style="text-align: center;">A. Motivation to Write: Writing Journal 3 days per week, Writing Centers (write and wipe boards, free drawing)</p> <ul style="list-style-type: none"> <li>• PK4.IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</li> <li>• PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.</li> </ul>   |   |   |   |  |  |  |  |   |
| EL: Writing<br>Writing as a Process<br>Conventions in Writing   | <p style="text-align: center;">B. Writing as a Process</p> <ul style="list-style-type: none"> <li>• PK4.IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</li> <li>• PK4.IV.B.2 Child interacts and provides suggestions for revisions (add, take out, change order) and edits (conventions) in whole/small group writing activities.</li> <li>• PK4.IV.B.3 Child shares and celebrates class-made and individual written products.</li> </ul> <p style="text-align: center;">C. Conventions in Writing</p> <ul style="list-style-type: none"> <li>• PK4.IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.</li> <li>• PK4.IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.</li> <li>• PK4.IV.C.3 Child begins to write familiar words using letter-sound correspondences, often using letters associated with beginning and/or ending sounds to write words.</li> <li>• PK4.IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).</li> <li>• PK4.IV.C.5 Child begins to experiment with punctuation when writing.</li> </ul>   |   |   |   |  |  |  |  |   |
| Mathematics<br>Number Sense   | <p style="text-align: center;">A. Number Sense</p> <ul style="list-style-type: none"> <li>• PK4.V.A.1 Child rote counts from 1 to 30.</li> <li>• PK4.V.A.2 Child counts up to 10 objects with one-to-one correspondence.</li> <li>• PK4.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.</li> <li>• PK4.V.A.4 Child instantly recognizes the quantity of up to 6 objects without counting (subitizes).</li> <li>• PK4.V.A.5 Child recognizes numerals 0-10.</li> <li>• PK4.V.A.6 Child represents quantities up to 10.</li> <li>• PK4.V.A.7 Child begins to understand that numbers 0-10 can be composed and decomposed in various ways to represent a quantity.</li> <li>• PK4.V.A.8 Child compares sets of objects up to 10 using comparative language (e.g., greater/more than, less/fewer than, equal to/same number of).</li> </ul>   |   |   |   |  |  |  |  |   |
| Mathematics<br>Number Sense   | Subitizing 1-5<br>Numbers 1-3<br>Rote Counting to<br>10   | Subitizing 1-5<br>Numbers 4-6<br>Rote Counting to<br>20 | Subitizing 1-5<br>Numbers 7-9<br>Rote Counting to<br>30<br>Greater Than/<br>Less Than | Subitizing 1-5<br>Numbers 10-11<br>Rote Counting<br>to 40<br>Greater Than/<br>Less Than | Rote Counting<br>to 50<br><br>Review all<br>others | Subitizing 1-10<br>Numbers 11-12<br>Rote Counting<br>to 60 | Subitizing 1-10<br>Numbers 13-15<br>Rote Counting<br>to 75 | Rote Counting<br>to 90<br><br>Review all<br>others | Rote Counting<br>to 100<br><br>Review all<br>others |
| Mathematics<br>Joining and Separating<br>Geometry and Spatial Sense<br>Measurement<br>Classification and Patterns | <p style="text-align: center;">B. Joining and Separating</p> <ul style="list-style-type: none"> <li>• PK4.V.B.1 Child uses objects, pictorial models, and/or a verbal word problem to represent adding up to 5 objects.</li> <li>• PK4.V.B.2 Child uses objects, pictorial models, and/or a verbal word problem to represent subtracting objects from a set of 5.</li> </ul> <p style="text-align: center;">C. Geometry and Spatial Sense</p> <ul style="list-style-type: none"> <li>• PK4.V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.</li> <li>• PK4.V.C.2 Child creates shapes using materials and/or manipulatives.</li> <li>• PK4.V.C.3 Child demonstrates use of position words.</li> <li>• PK4.V.C.4 Child recognizes common shapes, regardless of orientation and size.</li> </ul> <p style="text-align: center;">D. Measurement</p> <ul style="list-style-type: none"> <li>• PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.</li> <li>• PK4.V.D.2 Child recognizes and compares capacity based on how much space exists within an object.</li> <li>• PK4.V.D.3 Child recognizes and compares weights of objects.</li> <li>• PK4.V.D.4 Child uses language to describe concepts associated with the passing of time within a day.</li> </ul> <p style="text-align: center;">E. Classification and Patterns</p> <ul style="list-style-type: none"> <li>• PK4.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>• PK4.V.E.2 Child collects data and organizes it in a graphic representation.</li> <li>• PK4.V.E.3 Child recognizes, duplicates, extends, and creates patterns.</li> </ul> |   |   |   |  |  |  |  |   |

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| Mathematics<br>Joining and Separating<br>Geometry and Spatial Sense<br>Measurement<br>Classification and Patterns        | Red<br>Circle, Square<br>Measuring Height<br>Sorting   | Orange<br>Triangle, Oval<br>Measuring with<br>objects<br>Graphs | Yellow<br>Heart, Diamond<br>Weights<br>Graphs | Green<br>Rectangle,<br>Star<br>AB Patterns<br>ABC Patterns | Blue<br>Octagon<br>Hexagon<br><br>Positional<br>Words | Pink/Purple<br>Intro to 3d<br>shapes<br><br>Positional<br>Words | Brown<br>Adding | Black/White<br><br>Subtracting | Review        |
| Science<br>*In addition to this schedule,<br>Scholastic's "My Big World"<br>magazine will be incorporated<br>in the HERD | <p style="text-align: center;">A. Physical Science</p> <ul style="list-style-type: none"> <li>• PK4.VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.</li> <li>• PK4.VI.A.2 Child observes, investigates, describes, and discusses position and motion of objects. <ul style="list-style-type: none"> <li>• PK4.VI.A.3 Child uses simple scientific tools to learn about objects.</li> </ul> </li> <li>• PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.</li> </ul> <p style="text-align: center;">B. Life Science</p> <ul style="list-style-type: none"> <li>• PK4.VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms. <ul style="list-style-type: none"> <li>• PK4.VI.B.2 Child observes, describes, and discusses the life cycles of organisms.</li> </ul> </li> <li>• PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.</li> </ul> <p style="text-align: center;">C. Earth and Space Science</p> <ul style="list-style-type: none"> <li>• PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses. <ul style="list-style-type: none"> <li>• PK4.VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.</li> <li>• PK4.VI.C.3 Child observes and describes what happens during changes in the earth and sky.</li> </ul> </li> <li>• PK4.VI.C.4 Child demonstrates an understanding of the importance of caring for our environment and our planet.</li> </ul>   |   |   |  |   |   |                 |                                |               |
| Science  | Physical Science   | Physical Science  | Physical Science                              | Life Science   | Life Science  | Life Science  | Earth & Space   | Earth & Space                  | Earth & Space |
| Social Studies Domain<br>People Past and Present<br>Economics<br>Geography<br>Citizenship                                | <p style="text-align: center;">A. People Past and Present</p> <ul style="list-style-type: none"> <li>• PK4.VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences. <ul style="list-style-type: none"> <li>• PK4.VII.A.2 Child identifies similarities and differences in characteristics of families. <ul style="list-style-type: none"> <li>• PK4.VII.A.3 Child connects his life to events, time, and routines.</li> </ul> </li> </ul> </li> </ul> <p style="text-align: center;">B. Economics</p> <ul style="list-style-type: none"> <li>• PK4.VII.B.1 Child demonstrates an understanding that all people need food, clothing, and shelter. <ul style="list-style-type: none"> <li>• PK4.VII.B.2 Child demonstrates an understanding of what it means to be a consumer.</li> </ul> </li> <li>• PK4.VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.</li> </ul> <p style="text-align: center;">C. Geography</p> <ul style="list-style-type: none"> <li>• PK4.VII.C.1 Child identifies and creates common geographic features. <ul style="list-style-type: none"> <li>• PK4.VII.C.2 Child explores geography tools and resources.</li> </ul> </li> </ul> <p style="text-align: center;">D. Citizenship</p> <ul style="list-style-type: none"> <li>• PK4.VII.D.1 Child identifies the United States and Texas flag. <ul style="list-style-type: none"> <li>• PK4.VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.</li> <li>• PK4.VII.D.3 The child engages in voting as a method for group decision-making.</li> </ul> </li> </ul> |   |   |  |   |   |                 |                                |               |
| Social Studies Domain<br>People Past and Present<br>Economics, Geography<br>Citizenship                                  | All About Me<br>Pledges<br>Flags   | Families<br>States  | Heroes<br><br>Class Jobs                      | Food/Clothing/<br>Shelter                                  | Community<br>Helpers                                  | Everyday<br>Heroes  | Voting          | When I<br>grow up              | Review        |
| Fine Arts<br>Art   | <p style="text-align: center;">A. Art</p> <ul style="list-style-type: none"> <li>• PK4.VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.</li> <li>• PK4.VIII.A.2 Child uses art as a form of creative self-expression and representation</li> <li>• PK4.VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.</li> </ul>   |   |   |  |   |   |                 |                                |               |
| Fine Arts<br>Music   | <p style="text-align: center;">B. Music</p> <ul style="list-style-type: none"> <li>• PK4.VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</li> <li>• PK4.VIII.B.2 Child responds to different musical styles through movement and play.</li> </ul>   |   |   |  |   |   |                 |                                |               |
| Fine Arts<br>Dramatic Expression   | <p style="text-align: center;">C. Dramatic Expression</p> <ul style="list-style-type: none"> <li>• PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.</li> </ul>   |   |   |  |   |   |                 |                                |               |

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| Physical Development<br>Gross Motor<br>Fine Motor  | <p style="text-align: center;">A. Gross Motor Development</p> <ul style="list-style-type: none"> <li>• PK4.IX.A.1 Child demonstrates coordination and balance in isolation.</li> <li>• PK4.IX.A.2 Child coordinates sequence of movements to perform tasks.</li> </ul> <p style="text-align: center;">B. Fine Motor Development</p> <ul style="list-style-type: none"> <li>• PK4.IX.B.1 Child shows control of tasks that require small-muscle strength and control.</li> <li>• PK4.IX.B.2 Child shows increasing control of tasks that require eye-hand coordination.</li> </ul> |                 |  |        |             |              |               |               |                     |
| Physical Development<br>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<br>Personal Safety and Health | Handwashing<br>Restroom<br>Procedures   | Stranger Danger | Crossing the<br>Street<br><br>Emergency<br>Awareness | Review | Fire Safety | Food Choices | Animal Safety | Dental Health | Water<br>Sun Safety |