



**DailiesSchool**

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**Pre-K Bridge  
Curriculum**



# Pre-K Bridge Table of Contents



Welcome to Pre-K Bridge! Keep reading to see what your student(s) will learn this year.

## Quarter 1 Overview | Page 3

Page	Subject
4	Math
6	Reading Comprehension
6	Foundational Reading
7	Writing
8	Social Studies
8	Science
9	SEL

## Quarter 2 Overview | Page 10

Page	Subject
11	Math
11	Reading Comprehension
12	Foundational Reading
13	Writing
14	Social Studies
14	Science
14	SEL

## Quarter 3 Overview | Page 15

Page	Subject
16	Math
16	Reading Comprehension
17	Foundational Reading
18	Writing
19	Social Studies
19	Science
20	SEL

## Quarter 4 Overview | Page 21

Page	Subject
22	Math
22	Reading Comprehension
23	Foundational Reading
23	Writing
24	Social Studies
24	Science
25	SEL

# Pre-K Bridge: Quarter 1 Overview



**Math**   **Reading Comprehension**   **Foundational Reading**   **Writing**   **Social Studies**   **Science**   **SEL**

In math, students will explore quantities and shapes. They will begin to understand the concept of addition and engage with the geometry in their environments!

To practice reading comprehension, students will identify parts of a book, name the author and illustrator, and describe the relationship between illustrations and a text. They will also practice following rules in class discussions and engaging in collaborative conversations.

As part of foundational reading, students will practice identifying the names and sounds of letters as well as their uppercase and lowercase versions. Students will show an understanding of spoken words, syllables, and sounds.

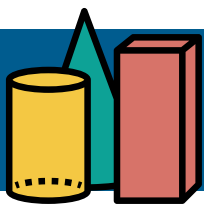
Students will build their writing skills by printing uppercase and lowercase letters for most consonant sounds. They will also practice spelling words phonetically!

In social studies, students will practice giving reasons for rules as well as following agreed-upon expectations. Students will also look for examples of fairness, friendship, kindness, responsibility, and respect in literature.

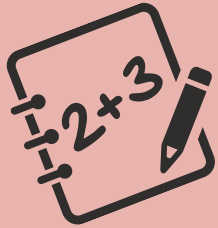
Science will focus on observing the weather. Students will observe and discuss day-to-day weather as well as changes from season to season.

For SEL, students will learn self-awareness by learning to introduce themselves and identify different feelings. They will gain self-management skills by following rules and learning to listen.

# Pre-K Bridge: Quarter 1 Standards



Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL



## Math

Students will be introduced to the idea that counting numbers in order means that 1 is added to each number. This forms the beginning of addition!

PKB. CC. B. 4c

Students will learn about the relationship between numbers and quantities. They will also practice cardinal numbers (ex. first, second) and learn how they relate to counting.

PKB. CC. B. 4

Students will begin writing numbers from 0-20. They will learn that numbers represent a quantity, or number of objects. Students will also practice the idea that 0 means there are not objects.

PKB. CC. A. 3

Students will count quantities out loud. They will learn that each item in a quantity relates to only one number name. In relation, they will learn that each number name goes with only one item in the quantity.

PKB. CC. B. 4a

Students will practice counting to answer the question: "How many?" They will use up to 10 objects arranged in different formations. Students will also create quantities based on a quantity of 1-20.

PKB. CC. A. 5

Students will understand that the last number counted represents the number of objects. They will learn that the final number is the same even if objects in a quantity are placed in a different order.

PKB. CC. B. 4b

Students will count to 20 using ones.

PKB. CC. A. 1

Students will count forward within 10. They will begin at any given number within the sequence (1-10) instead of always beginning at 1.

PKB. CC. A. 2

With support, students will be able to analyze and compare 2-D and 3-D shapes that are in different sizes and positions. They will talk about similarities, differences, parts, and other attributes.

PKB. G. B. 4

With assistance, students will describe objects in their environments using shapes. They will describe the relative locations of the objects using language such as: above, below, beside, in front of, and behind.

PKB. G. A. 1

Students will model shapes from their environment. They will build them using materials such as sticks or clay along with drawing shapes.

PKB. G. B. 5

Students will be able to correctly name shapes. They will learn that the names of shapes stay the same even if the size or direction changes.

PKB. G. A. 2

With support, students will put multiple simple shapes together to form larger shapes. For example, they might be asked to join two triangles to form a rectangle.

PKB. G. B. 6

Students will identify shapes as 2-dimensional (2-D) or three-dimensional (3-D). They will learn that 2-D shapes are flat and 3-D shapes are solid.

PKB. G. A. 3

Students will identify if the number of objects in one group is greater than, less than, or equal to the number of objects in another group. They can do this using a variety of methods, including matching and counting.

PKB. CC. C. 6

"Education is not preparation for life; education is life itself."

- John Dewey

Students will practice comparing two numbers between 1 and 10 when presented in a written form.

PKB. CC. C. 7

# Reading Comprehension



Students will participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL. PKB. 1

Students will recognize and identify common types of texts (ex. storybooks, poems).

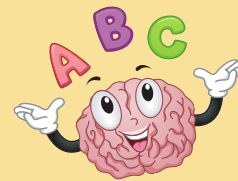
RL. PKB. 5

Students will actively engage in group reading activities with purpose and understanding.

RL. PKB. 10

With prompting and support, students will name the author and illustrator of a story. They will also define the role of each in telling the story.

RL. PKB. 6



# Foundational Reading

With prompting and support, students will describe how illustrations relate to the story (ex. what moment of the story is shown in the illustration).

RL. PKB. 7

Students will recognize and name most uppercase and lowercase letters of the alphabet (15-26).

RF. PKB. 1D

Students will follow agreed-upon rules for discussions, such as listening to others and taking turns when speaking. They will also practice staying on the topic when speaking about a text or topic.

SL. PKB. 1a

With support, students will show basic knowledge of one-to-one letter sound correspondence. They will be able to demonstrate the most common sound (or sounds) for each consonant.

RF. PKB. 3a

With assistance, students will understand the long and short sounds with the common spellings (graphemes) for the five major vowels (a, e, i, o, u).

**RF. PKB. 3b**

With prompting and support, students will demonstrate an understanding of spoken words, syllables, and sounds (phonemes).

**RF. PKB. 2**

Students will understand that spoken words are represented in written language by specific sequences of letters.

**RF. PKB. 1B**

Students will understand that words are separated by spaces in writing and text.

**RF. PKB. 1C**

"Education is not the learning of facts, but the training of the mind to think"  
- Albert Einstein



## Writing

Students will write many uppercase and lowercase letters in print.

**L. PKB. 1a**

With support, students will write a letter (or letters) for most consonant and short-vowel sounds (phonemes).

**L. PKB. 2c**

With support, students will spell simple words phonetically by using their knowledge of the relationships between letters and their sounds.

**L. PKB. 2d**

Students will identify real-life connections between words and their use. For example, they might discuss places at school that are colorful.

**L. PKB. 5c**

Students will capitalize the first word in a sentence and the pronoun I.

L. PKB. 2a

With prompting and support, students will follow agreed-upon rules, limits, and expectations.

PreK. T1-2

Students will be able to create and expand complete sentences in shared language activities.

L. PKB. 1f

Students will practice showing a willingness to take on responsibilities such as being a helper or leader.

PreK. T1-3

Students will be able to add drawings or other visual displays to descriptions in order to provide additional detail.

SL. PKB. 5

With support, students will ask and answer questions about literature and informational social studies texts. They will read aloud, give examples of characters who show fairness, friendship, kindness, responsibility, and respect. PreK. T1-4

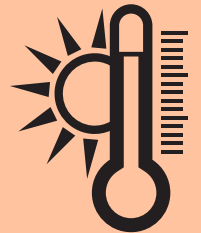
## Social Studies



With prompting and support, students will give reasons for rules in the classroom and at home.

PreK. T1-1

## Science



Students will use simple tools (like thermometers and buckets) to collect information about daily weather.

PKB. DW. 1



Students will describe how weather changes from day to day and from season to season.

PKB. DW. 2

Students will demonstrate the ability to understand how others are feeling.

PKB.SA.4



**SEL**

Students will understand why it is important to establish and follow rules.

PKB.SM.1

Students will learn how to say hello and introduce themselves.

PKB.SA.1

Students will learn about self-management and how they can help themselves feel happy.

PKB.SM.2

Students will learn about friends and that our friends can be different.

PKB.SA.2

Students will demonstrate strong listening skills.

PKB.SM.3

Students will be able to identify which feelings they are experiencing.

PKB.SA.3

Students will practice their listening skills.

PKB.SM.4

# Pre-K Bridge: Quarter 2 Overview



**Math** **Reading Comprehension** **Foundational Reading** **Writing** **Social Studies** **Science** **SEL**

In math, students will delve deeper into addition and subtraction within 5. They will explore number relationships and review topics such as measurement, addition, and subtraction from quarter 1.

To practice reading comprehension, students will learn how to recognize common types of texts; identify characters, settings, and major events; and ask and answer questions about details in a text. They will also practice retelling stories and looking for context clues.

As part of foundational reading, students will learn about organization and basic features of print and practice reading high-frequency sight words. Students will also count and blend syllables.

Students will build their writing skills by learning about punctuation and prepositions. They will also practice writing narratives and descriptions.

In social studies, students will describe the location of people, animals, objects and places. Students will also learn about maps!

In science, students will focus on experiencing and observing the world around them!

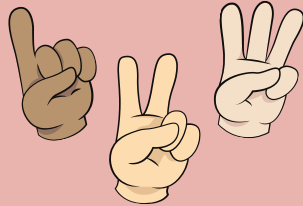
Students will understand learning is a part of growing, they will gain social skills by understanding why it is important to be kind, and learn how to ask questions appropriately.



# Pre-K Bridge: Quarter 2 Standards

Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL

## Math



With support, students will find the number that makes 10. They will add a number (1-9) to any given number and solve for 10 using objects or drawings. Students will then record the answer with a drawing or equation. **PKB. OA. 4**

Students will use objects to represent addition and subtraction. They might use fingers, counters, mental images, drawings, sounds, toys, acting, verbal explanations, expressions, or equations.

**PKB. OA. A. 1**

Students will solve addition and subtraction word problems. They will add and subtract within 10 by using objects, drawings, or other tools to represent the problem.

**PKB. OA. A. 2**

With support, students will decompose numbers into pairs. Students will take numbers less than or equal to 10 and split them into 2 smaller numbers using objects or drawings.

**PKB. OA. A. 3**



## Reading Comprehension

Students will recognize and identify common types of texts (ex. storybooks, poems).

**RL. PKB. 5**

With prompting and support, students will identify characters, settings, and major events in a story.

**RL. PKB. 3**

With prompting and support, students will ask and answer questions about key details in a text.

**RL. PKB. 1**

With prompting and support, students will ask and answer questions about unknown words in a text.

**RL. PKB. 4**

With prompting and support, students will understand and use question words (interrogatives) such as: who, what, where, when, why, and how.

**L. PKB. 1d**

With prompting and support, students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

**L. PKB. 4**

With prompting and support, students will be able to retell familiar stories, including key details.

**RL. PKB. 2**

With prompting and support, students will be able to identify and apply new meanings of familiar words. For example, if they know that a duck is a bird, students can apply that it also is a verb with a separate meaning (to duck).

**L. PKB. 4a**

With prompting and support, students will be able to use the most frequently occurring inflections and affixes as a clue to deduce the meaning of an unknown word (e.x. -ed, -s, re-, un-, pre-, -ful, -less).

**L. PKB. 4b**



## Foundational Reading

With guidance and support from adults, students will explore word relationships and nuances in word meanings.

**L. PKB. 5**

Students will demonstrate an understanding of the organization and basic features of print.

**RF. PKB. 1**

With prompting and support, students will be able to follow words from left to right, top to bottom, and page by page.

**RF. PKB. 1A**

Students will practice reading common high-frequency words by sight (ex. the, of, to, you, she, my, is, are, do does).

**RF. PKB. 3C**

With prompting and support, students will count, produce, blend, and segment syllables in spoken words.

**RF. PKB. 2B**

With prompting and support, students will blend and segment onsets and rimes of single-syllable spoken words (ex. c-a-t The onset is **c** and the rhyme is **at**).

**RF. PKB. 2C**

"Nine-tenths of education is encouragement."

- Anatole France

## Writing



With prompting and support, students will be able to write a letter or letters for most consonant and short-vowel sounds (phonemes).

**L. PKB. 2b**

Students will be able to use the most frequently occurring prepositions (e.x. to, from, in, out, on, off, for, of, by, with).

**L. PKB. 1e**

With assistance, students will use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **W. PKB. 3**

Students will describe familiar people, places, things, and events. With prompting and support, they will also provide additional detail.

**SL. PKB. 4**



## Social Studies

With prompting and support, students will describe the location of people, animals, objects, and places. They will correctly use words and phrases such as up, off, close, far away, beside, inside, next to, above, and below. **PreK. T2-1**

With guidance and support, students will use a combination of drawing, building, and/or dictating to construct maps and other representations of familiar places. **PreK. T2-3**

## Science



Students will observe how the moon changes and draw its different shapes. **PKB. MS. 1**

Students will explore the relationships between shadows and the light sources that create them. **PKB. MS. 2**

## SEL



Students will gain self-management skills by understanding that learning is a part of growing. **PKB.SM.5-6**

Students will demonstrate social awareness as they learn about classroom rules and being kind to others. **PKB.SOA.1-3**

Students will build relationship skills by learning how to ask questions appropriately and getting to know their friends. **PKB.RS.1-3**

# Pre-K Bridge: Quarter 3 Overview



**Math** **Reading Comprehension** **Foundational Reading** **Writing** **Social Studies** **Science** **SEL**

In math, students will continue to refine their addition and subtraction within 5. They will also extend their knowledge through graphing.

To practice reading comprehension, students will engage in group reading activities, ask and answer questions, and identify main ideas in a text!

As part of foundational reading, students will produce rhyming words, isolate and pronounce parts of a word, and identifying how letters differ between similar words. They will also change sounds in words to form new words.

Students will build their writing skills by sorting objects into categories, using nouns and verbs, and forming plural nouns. They will also practice antonyms and gathering information from sources.

In social studies, students will describe events using chronological order, explain how days, weeks, months, and years relate, and participate in a short research project pertaining to traditions of those with diverse backgrounds.

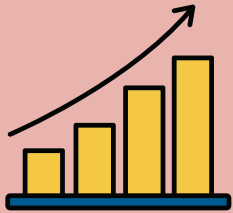
In science, students will describe the impact of weather on the environment and the impact of humans on the local environment. They will also discuss how plants and animals meet their needs, how humans and animals use senses, and how parents and children are different.

For SEL, students will learn about teamwork, sharing, and build important life skills to they can follow restroom rules.

# Pre-K Bridge: Quarter 3 Standards



Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL



## Math

Students will begin to fluently add and subtract within 5.

PKB. OA. A. 5

Students will be introduced to graphing. This is not part of the pre-k bridge standards. It is used as an extension of addition, and it is an advanced topic to practice.

EXT. Graphing

“Educating the mind without educating the heart is no education at all.”

— Aristotle

## Reading Comprehension



Students will actively engage in group reading activities with purpose and understanding.

RL. PKB. 10

Students will recognize and identify common types of texts (ex. storybooks, poems).

RL. PKB. 5

With prompting and support, students will ask and answer questions about unknown words in a text.

RL. PKB. 4



With prompting and support, students will retell familiar stories, including key details.

**RL. PKB. 2**

Students will use words and phrases acquired through conversations, reading, being read to, and responding to texts.

**L. PKB. 6**

Students will identify the main topic and key details from a text. They will also identify the reasons an author gives to support their points.

**RL. PKB. 8**



## Foundational Reading

With prompting and support, students will ask and answer questions about key details in a text.

**RL. PKB. 1**

With prompting and support, students will recognize and produce rhyming words.

**RF. PKB. 2a**

With prompting and support, students will show understanding of orally presented material by asking and answering questions about key details and requesting clarification if something is not understood.

**SL. PKB. 2**

With prompting and support, students will isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme (c-v-c) words.

**RF. PKB. 2d**

Students will ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**SL. PKB. 3**

With prompting and support, students will distinguish between similarly spelled words by identifying the sounds of letters that differ.

**RF. PKB. 3d**

With prompting and support, students will be able to add or substitute individual sounds in simple, one-syllable words to make new words.

RF. PKB. 2e

With prompting and support, students will distinguish shades of meaning among verbs describing the same general action (e.x. walk, march, strut, prance) by acting out the meanings.

L. PKB. 5d

## Writing



Students will demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L. PKB. 5b

Students will sort common objects into categories (e.x. shapes, foods) to gain a sense of the concepts the categories represent.

L. PKB. 5a

With guidance and support from adults, students will recall information from experiences or gather information from provided sources to answer a question.

W. PKB. 8

Students will be able to use frequently occurring nouns and verbs.

L. PKB. 1b

With prompting and support, students will use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W. PKB. 2

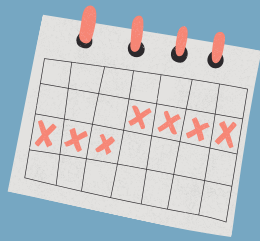
With prompting and support, students will be able to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

L. PKB. 1c

With guidance and support from adults, students will respond to questions and suggestions from peers and add details to strengthen writing as needed.

W. PKB. 5

# Social Studies



With guidance and support, students will recall and describe events that happened in the classroom or in a story. They will use words and phrases relating to chronology and time, including first, next, last.

**PreK. T3-1**

With guidance and support, students will explain how the concepts of days, weeks, and months relate to the passage of time.

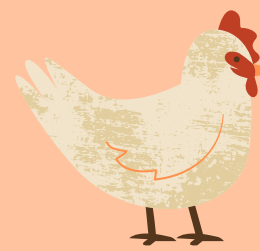
**PreK. T3-2**

With guidance and support, students will participate in short, shared research projects to gather information about traditions of people of diverse backgrounds.

**PreK. T3-3**

“An investment in education pays the best interest”

— Benjamin Franklin



# Science

Students will describe how weather affects living things.

**PKB. PA. 1**

Students will talk about how environments provide homes for living things and how humans affect the local environment.

**PKB. PA. 2**

Students will study natural and human-made objects. Tell the difference between living and nonliving things.

**PKB. PA. 3**

Students will explain how plants and animals meet their needs (like getting water and air) and how they depend on each other.

**PKB. PA. 4**

Students will explain how plants and animals are similar to their parents but not exactly the same. They will begin to notice similarities and differences between people.

PKB. PA. 5

Students will begin to understand that both humans and animals use their senses and body parts to meet their basic needs.

PKB. PA. 6

**SEL**



Students will demonstrate their ability to work as a team and will know what characteristics make a good team.

PKB.RS.4-5

Students will gain responsible decision making skills by learning to problem solve, determining what makes them happy, and learning to share.

PKB.RDM.1-4

Students will gain important life skills as they learn how to follow restroom rules such as flushing the toilet or wiping themselves.

PKB.LS.T.1-2

## Dailies Tip

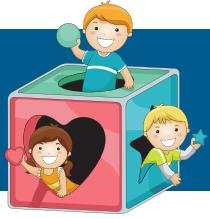
Ask your child direct questions! It is common to ask: "How was your day?" or "Why did you do that?"

Instead, try asking your child some of these questions:

- What made you happy today?
- Are you feeling frustrated?
- What will happen next?
- Who did you play with today?
- Are you (*emotion*) about something?

You can also create a poster with pictures of emotions! You and your student can use it to describe how you feel and why.

# Pre-K Bridge: Quarter 4 Overview



**Math** **Reading Comprehension** **Foundational Reading** **Writing** **Social Studies** **Science** **SEL**

In math, students will practice comparing measurable attributes, adding and subtracting within 10, and working with teen numbers and place value. Students will also have a year review.

To practice reading comprehension, students will compare and contrast experiences of familiar characters, describe connections between two pieces of information, and identify similarities and differences between related texts. They will also practice speaking and expressing clearly and continuing conversations.

As part of foundational reading, students will apply phonics and word analysis to decode words and read texts with purpose and understanding.

Students will build their writing skills by participating in shared research and writing and composing opinion pieces. They will improve their command of grammar as well.

In social studies, students will discuss things that people do when they work and learn about buying, selling, and trading. They will also look for examples of buying goods and services with money that is earned.

In science, students will sort objects based on their characteristics, build and compare structures, and explain the difference between liquids and solids. They will also explain how things move.

For SEL, students will demonstrate the ability to practice appropriate restroom and meal time rules as well as gain skills to help them dress themselves.

# Pre-K Bridge: Quarter 4 Standards



Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL



## Math

Students will solve addition and subtraction word problems. They will add and subtract within 10 by using objects, drawings, or other tools to represent the problem.

**PKB. OA. A. 2**

Students will describe measurable attributes of objects, including length and weight. They will be able to describe several attributes of a single object.

**PKB. MD. A. 1**

With support, students will create and split numbers 11-19 using the structure of tens and ones. They will use objects or drawings and will record each composition or decomposition as a drawing or equation (ex.  $18 = 10 + 8$ ).

**PKB. NBT. A. 1**

With support, students will compare two objects that have a common measurable component (ex, height). They will determine which object has "more of" and "less of" the attribute and describe how they are different.

**PKB. MD. A. 2**

## Reading Comprehension



Students will classify objects into given categories. They will be able to count the objects in each category and sort the categories by count.

**PKB. MD. B. 3**

With prompting and support, students will use familiar stories to compare and contrast adventures and experiences.

**RL. PKB. 9**

With prompting and support, students will identify characters, settings, and major events in a story.

**RL. PKB. 3**

With prompting and support, students will read emergent-reader texts with purpose and understanding.

**RF. PKB. 4**

Students will speak audibly and express thoughts, feelings, and ideas clearly.

**SL. PKB. 6**

## Writing



Students will practice continuing a conversation through multiple exchanges.

**SL. PKB.1b**

Students will participate in shared research and writing projects, such as exploring a number of books by a favorite author and expressing opinions about them.

**W. PKB. 7**

## Foundational Reading



Students will begin to understand and apply grade-level phonics and word analysis skills to decode words.

**RF. PKB. 3**

With guidance and support from adults, students will respond to questions and suggestions from peers. They will also add details to strengthen writing.

**W. PKB. 5**

Students will use a combination of drawing, dictating, and writing to compose opinion pieces. They will tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic.

**W. PKB. 1**

With prompting and support, students will demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.

L. PKB. 1

With prompting and support, students will demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L. PKB. 2

With guidance and support from adults, students will explore a variety of digital tools to produce and publish writing. They will also practice collaborating with peers.

W. PKB. 6

## Social Studies



With prompting and support, students will describe some things people do when they work inside and outside of the home. They will use personal experience, literature, and informational texts.

PreK. T4-1

With prompting and support, students will ask and answer questions about buying, selling, or trading something. They will also explain how people make choices about the things they need and want.

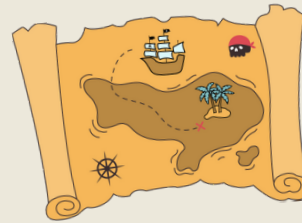
PreK. T4-2

Students will discuss buying goods and services with money. They will give examples from personal experience, literature, or informational texts.

PreK. T4-3

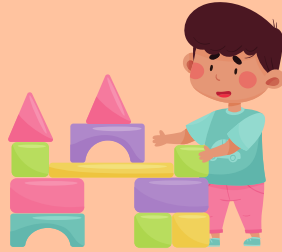
## Dailies Project

Have a treasure hunt! Students and families can choose an object to hide. When it is your turn, draw a map to show everyone where to find the treasure!





## Science



Students will sort objects and materials based on their characteristics, such as color or texture.

PKB. OS. 1

Students will build and compare structures using blocks or other objects. They will discuss how and why a structure stays standing or falls down.

PKB. OS. 2

Students will explain the difference between liquids and solids.

PKB. OS. 3

Students will explain how things move.

PKB. OS. 4



## SEL

Students will gain life skills so they are able to follow restroom rules such as shutting and locking the bathroom stall. They will also learn how to fasten/unfasten buttons, zippers, ties, etc.

PKB.LS.T3-4

Students will demonstrate appropriate meal time skills such as opening items for their lunch independently, cleaning up after their meal, and determining what can be thrown away versus what is reusable.

PKB.LS.E.1-3

Students will gain skills to help them dress themselves such as using zippers, buttons, and ties, putting on a jacket, and fastening their belt.

PKB.LS.D.1-3

“The mind once enlightened  
cannot again become dark”

— Thomas Paine