

Prekindergarten Program Curriculum Overview 2024-2025

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD PreK classrooms. This document also supports families in understanding the learning goals for the program and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The prekindergarten [instructional model](#)
- [Parent resources](#) for prekindergarten

To advance to a particular grading period, click on the link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

At Home Connections for Prekindergarten Families

The following are suggestions for reinforcing literacy/numeracy development at home. These resources can be used throughout the school year. You will find additional ideas to support learning at home within each unit.

- **ReadyRosie:** ReadyRosie is a digital library that provides engaging videos and simple activities that support both literacy and math you can do with your child at home. This subscription-free resource is available to all PreK and ECSE students in FBISD for children ages 0-4. *Ask your child's teacher for more information on accessing ReadyRosie or email us at PreKProgram@fortbendisd.com.*
- **CLI engage:** This free resource will provide activities that support literacy, math, social-emotional, physical, and language development.

Grading Period 1

Units 1: Welcome to Prekindergarten (21 days)

Estimated Date Range: Aug. 8 – Sep. 6, 2024

Estimated Time Frame Grade Period 1: 39 days

Unit 1 - Overview:

This “Welcome to Prekindergarten” unit will help children understand what it means to be part of a classroom community as they learn how to adapt to school. As they develop comfort with the many new routines for each part of the school day, children will see that school is a wonderful place to play, learn, and make new friends. This unit will also help students recognize similarities and differences between individuals and families and what it means to be special and unique. The overall focus will be on developing a sense of self, belonging, and early self-regulation skills while being part of a larger community (family, classroom, and school).

At-home Connections:

- Ask your child to share about his/her new school, classroom activities, and new friends.
- Create a home routine schedule with your child like the one teacher has in the classroom. The schedule may include time, task, and location.

- Ask your child to create a self-portrait. Discuss why she/he is special and unique and very similar to all the other children in my class in many ways.
- Discuss your family structure and what makes your family special with your child (*e.g., families care deeply for one another and care for each other*).
- Share how your family is similar and different from others living in the same neighborhood with your child.
- Select books about school and family from Unite for Literacy Bookshelf at <https://www.uniteforliteracy.com/> to read with your child at home.

Unit 1 Key Concepts Link to Texas PreK Guidelines (TPGs)	Unit 1 Competencies Grading Period 1	Unit 1 Goals
<ol style="list-style-type: none"> 1. School is a wonderful place to play, learn, and make new friends. 2. Classroom routines help my teacher to keep us safe in school. 3. I am special and unique, and I'm also very similar to all the other children in my class in many ways. 4. A family is a group of people who care deeply for one another and take care of each other. 5. Families, like people, are similar and different in many ways 	<p>Emergent Literacy - Reading and Writing: C1, C5, C6, C7, and C8</p> <p>Emergent Literacy - Language and Communication: C1 through C5</p> <p>Early Math: C1, C2, C5, through C10</p> <p>Physical Development: C1, C2, and C3</p> <p>Science: C1, C2, and C3</p> <p>Social-Emotional: C1 through C5</p> <p>Social Studies: C1, C2, C3, and C4</p>	<ol style="list-style-type: none"> 1. Recognize and point to their own name. 2. Explain what a family is and name the people in their family. 3. Differentiate between a group of random objects (<i>i.e., a box of crayons or a pile of coats</i>) and a family. 4. Participate in large group, small group, and child-directed classroom activities, following simple rules and procedures (<i>with adult assistance</i>). 5. Use language and gestures (<i>i.e., silent cheer or thumbs up</i>) to express pride and satisfaction in their own and other people's successes.

Grading Period 1

Unit 2: Taking Care of Myself and Others (18 days)

Estimated Date Range: Sep. 9 – Oct. 3, 2024

Estimated Time Frame Grade Period 1: 39 days

Unit 2 – Overview:

This unit will help children learn to care for themselves physically, emotionally, and socially. Classroom activities focus on physical and emotional health, nutrition, safety, and hygiene. Children will also learn coping skills for social conflict, stress, and frustration. The unit will emphasize the need to take responsibility for personal choices related to nutrition, safety, and social interactions. Children will also learn to notice how their words and actions affect other people's feelings, how to show kindness and compassion for others, and how to follow school and classroom rules to keep everyone safe.

At-home Connections:

- Discuss ways of taking care of our bodies, such as eating healthy food, getting plenty of sleep, and keeping our bodies clean with your child.

- Talk to your child about how we care for ourselves emotionally when we persevere when challenges arise by trying hard, feel pride in our accomplishments, and use words to express our feelings.
- Model how we make daily choices that affect our health and the safety and feelings of other people e.g., walking rather than watching TV, looking at both sides of the street before crossing a road, choosing to say hello, and asking questions when meeting a friend or relative for your child.
- Select books about self-care and hygiene at the Unite for Literacy Bookshelf at <https://www.uniteforliteracy.com/> to read with your child at home.

<p>Unit 2 Key Concepts Link to Texas PreK Guidelines (TPGs)</p>	<p>Unit 2 Competencies Grading Period 1</p>	<p>Unit 2 Goals</p>
<ol style="list-style-type: none"> 1. We take care of our bodies in many ways, including eating healthy food, getting plenty of sleep, and keeping our bodies clean. 2. We take care of ourselves emotionally by trying hard, feeling pride in our accomplishments, and using words to express our feelings. 3. We make choices every day that affect our own health as well as the safety and feelings of other people. We can make good choices! 4. We take care of other people by being kind, sharing, caring, and by resolving conflicts based on fairness and what’s best for the community. 	<p>Emergent Literacy - Reading and Writing: C1, C5, C6, C7, and C8</p> <p>Emergent Literacy - Language and Communication: C1 through C5</p> <p>Early Math: C1, C2, C5, through C10</p> <p>Physical Development: C1, C2, and C3</p> <p>Science: C1, C2, and C3</p> <p>Social-Emotional: C1 through C5</p> <p>Social Studies: C1, C2, C3, and C4</p>	<ol style="list-style-type: none"> 1. Explain three or more ways to keep their body healthy. 2. Differentiate between healthy and unhealthy choices related to food, safety, and hygiene. 3. Use socially appropriate behaviors (share, take turns, apologize) when interacting with peers, and show empathy for the feelings and needs of others. 4. Use appropriate language to express feelings and to resolve conflict.

Grading Period 2

Unit 3: Wind and Water (20 days)

Estimated Date Range: Oct. 7 – Nov. 8, 2024

Estimated Time Frame Grade Period 2: 39 days

Unit 3 – Overview:

This unit shifts the focus from learning about the social world to the physical world, specifically water and wind. Children will learn that wind and water are essential elements in our environment and in our weather. Through play and exploration, children will examine how wind is invisible yet powerful, affecting living and nonliving things. They will observe and experience water: how it changes form based on its temperature (solid-liquid-gas); the characteristics of water such as its color, what floats in it, that it evaporates into the air; different materials can absorb; and that rain, snow, and fog are made of water. This unit will help students appreciate the power and importance of wind and water and how weather and natural resources affect the lives of people and animals, often in very dramatic ways.

At-home Connections:

- Discuss wind and water with your child; include what they are and where they come from.
- Ask your child to find some of the water uses at home. e.g., washing dishes, clothes, bathing, etc.
- Show your child other ways in which you use water at home. e.g., watering plants, making ice cubes, etc.
- Watch the weather report with your child and talk about the effects of the weather on your family's weekend plans. e.g., “We can go to the pool this weekend because it is not going to rain”
- Ask your child to predict what will occur when leaving several ice cubes outdoors and in the refrigerator. Make observations after 10 minutes and discuss the findings with your child.
- Select books about wind and water at the Unite for Literacy Bookshelf at <https://www.uniteforliteracy.com/> to read with your child at home.

Unit 3 Key Concepts Link to Texas PreK Guidelines (TPGs)	Unit 3 Competencies Grading Period 2	Unit 3 Goals
<ol style="list-style-type: none"> 1. Wind and water are part of our weather. 2. Rain, snow, ice, fog, and clouds are all forms of water. 3. Water is a liquid that has many interesting properties: it has no color; some things float in it; it evaporates; and that some materials can absorb it. 4. Wind and water are powerful, and they can make things move. 5. Weather affects people and animals. People and animals need 	<p>Emergent Literacy - Reading and Writing: C1, and C2 through C8</p> <p>Emergent Literacy - Language and Communication: C1 through C5</p> <p>Early Math: C1 through C10</p> <p>Physical Development: C1, C2, and C3</p> <p>Science: C1 and C3</p> <p>Social-Emotional:</p>	<ol style="list-style-type: none"> 1. Think and learn like a scientist through the process of inquiry: question, predict, observe and take notes, show, and explain what you have learned. 2. Explain how weather affects people and other living things. 3. Describe at least three special properties of water. 4. Describe forms of weather that can be observed. 5. Explain the importance of dressing appropriately for different kinds of weather and the need for shelter.

<p>shelter to protect them from the weather.</p>	<p>C1 through C5 Social Studies: C1, C2, C3, and C4</p>	
<p>Grading Period 2 Unit 4: Celebrations (19 days) Estimated Date Range: Nov. 12 – Dec. 13, 2024 <i>Estimated Time Frame Grade Period 2: 39 days</i></p>		
<p>Unit 4 – Overview: This unit focuses on the similarities and differences in how people celebrate holidays and other special events. Children will learn that people from all cultures enjoy special food, songs, and rituals during celebrations. They will also learn that not all celebrations are holidays; some celebrations (i.e., birthdays, weddings, graduations) mark an accomplishment or very special event in a person’s life. During this unit, children will explore the food, clothing, and special traditions from celebrations in different cultures. They will also make cards and gifts for loved ones and design their own patterned wrapping paper. Ultimately, this unit will help children learn to respect and celebrate our diverse community's cultural commonalities and differences.</p> <p>At-home Connections:</p> <ul style="list-style-type: none"> • Discuss some of your family’s traditional celebrations and their meaning with your child. • Watch some videos commemorating special family events with your child; share pictures of important moments with family members. • Show your child any traditional dresses or outfits representing your culture or family. • Select books about celebrations around the world at the Unite for Literacy Bookshelf at https://www.uniteforliteracy.com/ to read with your child at home. 		
<p>Unit 4 Key Concepts Link to Texas PreK Guidelines (TPGs)</p>	<p>Unit 4 Competencies Grading Period 2</p>	<p>Unit Goals</p>
<ol style="list-style-type: none"> 1. We all have celebrations to remember special events. 2. Families and friends have some celebrations that are different, and some celebrations that are the same. 3. We can celebrate together in school and share our traditions with our friends. 4. Many celebrations include special food, songs, and clothing. 	<p>Emergent Literacy - Reading and Writing: C1, and C2 through C8</p> <p>Emergent Literacy - Language and Communication: C1 through C5</p> <p>Early Math: C1 through C10</p> <p>Physical Development: C1, C2, and C3</p> <p>Science: C1, and C3</p> <p>Social-Emotional: C1 through C5</p> <p>Social Studies:</p>	<ol style="list-style-type: none"> 1. Explain what a celebration is and why people celebrate. 2. Explain the difference between a holiday and a celebration. 3. Identify ways that celebrations are similar and different across cultures.

C1, C2, C3, and C4

Grading Period 3

Unit 5: From Here to There: Things That Go (20 days)

Estimated Date Range: Jan. 9 – Feb. 7, 2025

Estimated Time Frame Grade Period 3: 42 days

Unit 5 – Overview:

This unit gives children opportunities to play with and learn about something they already love—things that move! Through active play and exploration, children will study the different modes of transportation, where and how each one moves, and how to stay safe when in or near moving vehicles. This unit provides many opportunities for interdisciplinary work, including language and literacy, emergent math, science, social studies, music, and art. Children will learn about the many community helpers who operate vehicles in social studies. In science, they will investigate how different surfaces, ramps, and inclines affect how vehicles move. Through these engaging learning experiences, preschoolers will better understand and appreciate the many ways that transportation affects our lives and its essential role in our community.

At-home Connections:

- Drive around your neighborhood and ask your child to observe different vehicles people use to travel.
- At home, discuss with your child the type of transportation modes observed and where people use them from and to.
- Discuss how the transportation vehicles observed were similar or different.
- Find in your community the closest hospital, police, and fire station, and drive with your child to observe the building, signs, staff, and vehicles.
- Select books about transportation modes and community helpers at the Unite for Literacy Bookshelf at <https://www.uniteforliteracy.com/> to read with your child at home.

<p>Unit 5 Key Concepts Link to Texas PreK Guidelines (TPGs)</p>	<p>Unit 5 Competencies Grading Period 3</p>	<p>Unit 5 Goals</p>
<ol style="list-style-type: none"> 1. People use transportation to travel from place to place. 2. Community helpers operate vehicles to benefit the community. 4. We travel in different ways for many reasons. 5. Vehicles travel over the ground, in the air, over the water, and in space. 6. Safety and responsibility are important while using a vehicle. 	<p>Emergent Literacy - Reading and Writing: C2 through C8</p> <p>Emergent Literacy - Language and Communication: C1 through C5</p> <p>Early Math: C1 through C10</p> <p>Physical Development: C1, C2, and C3</p> <p>Science: C1, C2, and C3</p> <p>Social-Emotional: C1 through C5</p> <p>Social Studies:</p>	<ol style="list-style-type: none"> 1. Identify various modes of transportation. 2. Explain the benefits of transportation for the community. 3. Create graphs of the different ways and places people travel. 4. Blend and segment syllables to make words. 5. Follow vehicular safety procedures and show responsibility.

	C1, C2, C3, and C4	
<p>Grading Period 3 Unit 6: Back Home in Texas (22 days) Estimated Date Range: Feb. 10 – 21, 2025 <i>Estimated Time Frame Grade Period 3: 42 days</i></p>		
<p>Unit 6 - Overview: In this unit, learners will begin to make connections with community helpers in Texas and grow their knowledge of what it is like to live in Texas. Students will explore landforms, regions, symbols that are unique to our state. Farm life, animals, and Rodeo life through interactive play. Students will also learn where locally sourced food comes from and the different aspects of a working farm.</p> <p>At-home Connections:</p> <ul style="list-style-type: none"> • Read books about Texas with your child to help them understand that they live in Texas and the Texas Symbols • Help students experience Texas traditions and the important contributions of agriculture to the state economy by visiting a farm or going to a rodeo, virtually or in person. • Help students understand how fresh food (<i>produce, meat, and dairy products</i>) we buy in grocery stores originates from a farm, is processed, and then shipped to stores for consumers. • Select books about farms, ranches, food production, and the regions of Texas at state the Unite for Literacy Bookshelf at https://www.uniteforliteracy.com/ to read with your child at home. 		
<p>Unit 6 Key Concepts Link to Texas PreK Guidelines (TPGs)</p>	<p>Unit 6 Competencies Grading Period 3</p>	<p>Unit 6 Goals</p>
<ol style="list-style-type: none"> 1. We live in a big state called Texas which is part of the United States of America. 2. We live in Ft Bend County, near a big city called Houston. 3. Texas has many different regions and landforms, including big cities, prairie, plains, and piney woods. 4. Houston is home to a world-famous rodeo and the Johnson Space Center, where astronauts study space and space travel. 5. Our food comes from Texas ranches, farms, and plantations and eventually gets to the markets where we buy it. In addition to farming and ranching, there are many other kinds of work that people in Texas do. 	<p>Emergent Literacy - Reading and Writing: C2 through C8</p> <p>Emergent Literacy - Language and Communication: C1 through C5</p> <p>Early Math: C1 through C10</p> <p>Physical Development: C1, C2, and C3</p> <p>Science: C1, C2, and C3</p> <p>Social-Emotional: C1 through C5</p> <p>Social Studies: C1, C2, C3, and C4</p>	<ol style="list-style-type: none"> 1. Name the city and state where they live and point to Texas on a map of the United States. 2. Recognize the Texas flag and explain the meaning of some of the state symbols. 3. Identify plants, animals, and landforms found in different regions of Texas. 4. Describe the unique and interesting places people live, work, and visit in our home state. 5. Explain where locally sourced food comes from and how it gets to stores and markets.

Grading Period 4

Unit 7: It's Alive Watch It Grow! (18 days)

Estimated Date Range: Mar. 24 – Apr. 17, 2025

Estimated Time Frame Grade Period 4: 38 days

Unit 7 – Overview:

This unit will help children understand the connection between themselves and the world around them. Students will learn that, even though humans are one type of living being, we have shared experiences and basic needs that tie us together with plants and other animals. They will learn that living things need food, water, and a safe place to live and grow, and they will study life cycles of plants and animals. Building on Unit 6 which focused on the unique animals, plants, habitats, and geography in Texas, Unit 7 will help preschoolers shift from a personal (*micro*) view to a global (macro) view, nurturing their appreciation for all life here on Planet Earth. They will also explore different things we can do to help the planet, such as recycling and reducing pollution.

At-home Connections:

- Go on a nature walk with your child and point out different plants and animals that you notice and discuss how plants and animals are alive and what they need to live.
- Engage your child in a discussion about how living organisms need food, water, and a place to grow and be safe from enemies.
- Explore how living organisms grow and have life cycles by planting a small garden, growing a potted plant/flower, or by engaging in observations and discussions about how pets and people grow and change.
- Demonstrate the importance of caring for our environment (*water, air, and land*) so all living things have a healthy place to grow.
- Select books about plants and animals from the Unite for Literacy Bookshelf at <https://www.uniteforliteracy.com/> to read with your child at home.

<p>Unit 7 Key Concepts Link to Texas PreK Guidelines (TPGs)</p>	<p>Unit 7 Competencies Grading Period 4</p>	<p>Unit 7 Goals</p>
<ol style="list-style-type: none"> 1. Plants and animals are alive. 2. Living organisms need food, water, and a place to grow and be safe from enemies. 3. Living organisms grow and have life cycles. 4. We can help plants and animals by taking care of them. We can also care for the water, air, and land so all living things have a healthy place to grow. 	<p>Emergent Literacy – Reading and Writing: C2 through C8</p> <p>Emergent Literacy - Language and Communication: C1 through C5</p> <p>Early Math: C1 though C10</p> <p>Physical Development: C1, C2, and C3</p> <p>Science: C1, C2, and C3</p> <p>Social Studies:</p>	<ol style="list-style-type: none"> 1. Sort living and nonliving things and explain some of the differences. 2. Name at least two things that plants and animals need to survive (<i>i.e., food, water, shelter</i>). 3. Describe and represent (<i>through art or drama</i>) the life cycle of human beings, other animals, and plants. 4. Explain that people use and depend on plants and other animals for food, protection, and companionship. (<i>i.e., wood for shelter/ furniture; plants and</i>

	C1, C2, and C4 Social-Emotional: C1 through C5	<i>animals for food, clothing, medicine, etc.).</i> 5. Describe and label the parts of a plant.
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Grading Period 4

Unit 8: Light, Shadows and Reflections

Estimated Date Range: Apr. 28 – May. 23, 2024

Estimated Time Frame Grade Period 4: 38 days

Unit 8 – Overview:

Building on the study of living things in the previous unit, this final unit in the school year will help preschoolers understand the importance of light for all living things. Children will learn that the sun gives us natural sunlight and heat and that people make artificial light and heat from other sources (lamps, flashlights, fire) when natural light isn't available. Children will examine light, shadows, and reflections through active play and exploration. The unit will help children understand how shadows are made when something blocks the light source and how shadows and reflections change based on the light source, time of the day, and the object blocking the light. Most importantly, this unit will nurture children's curiosity about and appreciation for the world around them and refine their observation, questioning, communication, and data-collection skills.

At-home connections:

- Take a leisurely stroll around your home or neighborhood with your child and discuss how people and other living things need heat and light from the sun. Point out evidence of these needs by drawing attention to examples that you and your child encounter along the way (*e.g., the grass needs the light from the sun to grow, solar panels on houses and traffic signals use light from the sun to make electricity, heat from the sun warms the earth, etc.*)
- Go on a scavenger hunt with your child to discover and explore the different types of artificial and natural light sources found and used at home. (*Light fixtures, lamps, flashlights, windows, fireplaces, etc.*) Discuss how batteries and electricity help us produce artificial light.
- Create shadows with your child outdoors by using your body and other objects to block the light from the sun. Explore how the length and height of shadows change at different angles, on various surfaces, and at different times of the day.
- Explore reflections with your child by looking in mirrors, pointing out reflections in still water and other shiny surfaces.
- Make shadow puppets with your child using puppets or hands to block a light source against a wall of your home. Explore how the shadows can be manipulated with different motions or by increasing or decreasing the distance to the light source.
- Select books about light, shadows, and reflections from the Unite for Literacy Bookshelf at <https://www.uniteforliteracy.com/> to read with your child at home.

Concepts within Unit 8 Link to Texas PreK Guidelines (TPGs)	Unit 8 Competencies Grading Period 4	Unit 8 Goals
1. People and other living things need heat and light from the sun. 2. We make artificial light when natural light from the sun isn't available. Batteries and electricity help us produce artificial light.	Emergent Literacy – Reading and Writing: C2 through C8 Emergent Literacy - Language and Communication: C1 through C5	1. To explain how light and heat from the sun help living things survive. 2. To explain how shadows are formed and what affects the size and position of shadows.

<p>3. We see shadows when something blocks the light (<i>indoors and outside</i>).</p> <p>4. We see reflections in mirrors, water, and other shiny surfaces.</p> <p>5. Shadows and reflections look different depending on many things (<i>i.e., time of day, distance from the light, surface, etc.</i>).</p>	<p>Early Math: C1 though C10</p> <p>Physical Development: C1, C2, and C3</p> <p>Science: C1, C2, and C3</p> <p>Social Studies: C1, C2, and C4</p> <p>Social-Emotional: C1 through C5</p>	<p>3. Compare and contrast shadows and reflections.</p> <p>4. Use science process skills and inquiry (observation, prediction, data collection, communication) to study and learn about the natural world.</p> <p>5. Move the position of their body/object or move the light source and explain the changes observed.</p>
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Glossary of Curriculum Components

Overview— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TPGs – Texas Prekindergarten Guidelines (TPGs) are the state guidelines/standards for what students should know and be able to do by the end of prekindergarten.

Unit Overview – The unit overview briefly describes the concepts covered in each unit.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines, or model in which students engage in prekindergarten that ensures understanding of that content.

Competency — Standards-Based Grading communicates students’ understanding of the Texas Prekindergarten Guidelines (TPGs). Using the TPGs, teachers developed grade-level competencies to communicate student progress in the Standards-Based grade book. The competencies are the same in prekindergarten across the district. Teachers report students’ progress on the competencies using learning progressions.

Competency Success Criteria — The criteria demonstrated and/or behavior(s) observed to determine proficiency with this competency in this concept.

Learning Progression — A learning progression is comprised of three proficiency levels (developing, progressing, and proficient). Each proficiency level in the progression defines the skills that students will acquire/develop on their pathway to readiness for kindergarten. Teachers will report students’ current level of understanding of the competencies using the Learning Progressions.

Proficient — A mark of Proficient (PF) means the student meets the grade-level expectations for the competency. In prekindergarten, standards are designed to support readiness for kindergarten rather than mastery of a given skill or skill set.

Parent Resources	
The following resources provide parents with ideas to support students' understanding. For sites that are password protected, your child will receive login information through their campus.	
Resource	How it supports parents and students
ReadyRosie*	This resource will have short engaging videos and simple activities supporting literacy, math, and development in several other areas you can do with your child at home. Contact your child's teacher to activate and register your free account.
CLI Engage – CIRCLE Family Activity Collection*	This resource will provide a collection of activities that support social-emotional dev., physical dev., literacy, math, as well as language development. The activity collection is designed for use at home with children and families.
Unite for Literacy Digital Bookshelf*	Unite for Literacy provides free digital access to picture books narrated in many languages.
Learn360	This online resource provides access to a wide variety of videos and interactives to help learn more about various concepts across subject areas.
World Book	World Book contains thousands of informational articles with stunning illustrations, videos, interactive maps, and activities.
National Geographic Kids	This resource is a fact-filled, fast-paced magazine created for ages six and up. It has an award-winning combination of photos, facts, and fun.
Pebble Go	This resource provides access to books for reading and learning more about concepts in the social studies content.
Ebsco Host	This online reference system serves all content areas.
Peep and the Big Wide World*	The animated series Peep and the Big Wide World gives wings to the innovative idea of teaching science and math to preschoolers. Each video models fun activities families can do together and offers tips on getting children excited about science. Parents and families can also find easy-to-do early childhood science activities that can be done anywhere!
*Denotes resources that are available in English and Spanish	
Instructional Model	
The PreK instructional model in Prekindergarten classrooms is an inquiry-based approach to learning focusing on active play, exploration, and thinking. It is based on the 5E model, Engage, Explore, Explain, Elaborate, and Evaluate. In pre-kindergarten, we create exciting classrooms where children are invited to have their own ideas, ask questions, play, and explore daily. Teachers will engage students in thought-provoking discussions and questions to get them wondering and thinking while having fun expanding their ideas.	
The structures, guidelines, or model in which prekindergarten students engage throughout the units of study ensure understanding of that unit's content.	

FBISD – Prekindergarten Instructional Model

