

**2018-19 TK Week at a Glance (TAG)**

WEEK 1 Aug 13-17 2018			Visual Arts Theme: Art Intro		
HWT LETTER	MUSIC	MATH	SECOND STEP		
Pre-write -	-	<ul style="list-style-type: none"> <li>• Recite numbers in order to 5 with increasing accuracy (rote). (NS 1.1)</li> <li>• Count up to 5 objects using one-to-one correspondence. (NS 1.4)</li> <li>• Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>• Recognize and name the numerals 1-5. (NS 1.2)</li> <li>• Identify, describe, and construct a circle. (G 1.1)</li> <li>• Combine shapes to create a picture or design. (G 1.2)</li> </ul>	<b>Unit 1:</b> Skills for Learning <b>Week 1:</b> Welcoming <b>Key Words:</b> Welcome/welcoming <b>Objective:</b> 1. Make a friendly greeting, 2. Say their names 3. Demonstrate showing someone new around the classroom <b>Song:</b> "The Welcome Song" Track 1 <b>Brain Builder:</b> Follow Along Game		
<b>READ ALOUD</b> Teacher Choice					
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION				PRINT CONCEPTS
Art Intro	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ARTS INTEGRATION	PHONOLOGICAL AWARENESS		
Shake hands with me (left & write), start at the top, basic strokes, crayon/pencil grip, coloring, wood pieces, letter play, mat man	<u>Welcome to TK Vocabulary</u> e.g. pencil, crayon, cafeteria, friend, teacher, recess, bathroom		<ul style="list-style-type: none"> <li>• Listening to environmental sounds (Foundational Sub-Skill)</li> </ul>		
WORLD OF WONDERS					
BOOK TIME		MUSIC AND MOVEMENT		MATH	
Take this week and next week to set up routines and classroom structures. Use the VA and start teaching the elements of Art.					
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES	

**WEEK 2 Aug. 20-24, 2018**

**Visual Arts Theme: Art Intro**

HWT LETTER		MUSIC	MATH	SECOND STEP	
Pre-write -		Me and My World Lesson 1 Movement Can Show Opposites		<p><b>Unit 1:</b> Skills for Learning <b>Week 2:</b> Listening <b>Key Words:</b> Listen, listening rules <b>Objective:</b> 1. Demonstrate the Listening Rules in a group <b>Song:</b> "The Listening Rules Song" Track 3 <b>Brain Builder:</b> Follow Along Game</p>	
<b>READ ALOUD Teacher Choice</b>					
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION	PRINT CONCEPTS	<ul style="list-style-type: none"> <li>Recite numbers in order to 5 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 5 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-5. (NS 1.2)</li> <li>Identify, describe, and construct a <b>triangle</b>. (G 1.1)</li> <li>Combine shapes to create a picture or design. (G 1.2)</li> </ul>		
Art Intro	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS		
Shake hands with me (left & write), start at the top, basic strokes, crayon/pencil grip, coloring, wood pieces, letter play, mat man	<u>School Vocabulary</u> stations, centers, office, clean-up, black-top		<ul style="list-style-type: none"> <li><b>Identify and discriminate sounds</b> (Foundational Sub-Skill)</li> </ul>		
<b>WORLD OF WONDERS</b>					
<b>BOOK TIME</b>		<b>MUSIC AND MOVEMENT</b>		<b>MATH</b>	
<b>ALPHABET TIME</b>		<b>SOCIAL AND EMOTIONAL</b>		<b>SCIENCE/SOCIAL STUDIES</b>	

HWT LETTER	MUSIC		MATH	SECOND STEP	
Pre-write	Me and My World Lesson 1 Movement Can Show Opposites		<ul style="list-style-type: none"> <li>Recite numbers in order to 5 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 5 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-5. (NS 1.2)</li> <li>Identify, describe, and construct a <b>square</b>. (G 1.1)</li> <li>Combine shapes to create a picture or design. (G 1.2)</li> <li><b>Recognize, duplicate, extend, and create patterns (AF 2.1, 2.2)</b></li> </ul>	<p><b>Unit 1:</b> Skills for Learning</p> <p><b>Week 3:</b> Focusing Attention</p> <p><b>Key Words:</b> attention, focus/focusing</p> <p><b>Objective:</b></p> <p>1. Demonstrate focusing attention during a game</p> <p><b>Song:</b> "The How to Learn Song" Track 4</p> <p><b>Brain Builder:</b> Which Way? game</p>	
READ ALOUD Teacher Choice					
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION	PRINT CONCEPTS			
Art Intro	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS		
Shake hands with me (left & write), start at the top, basic strokes, crayon/pencil grip, coloring, wood pieces, letter play, mat man	<u>School Vocabulary</u> playground, straight line, carpet/rug, water fountain, cubby		<ul style="list-style-type: none"> <li><b>Rhyming: Play with Rhyme</b></li> </ul>		
WORLD OF WONDERS		Unit 1 Week 1	Who We Are		
BOOK TIME		MUSIC AND MOVEMENT		MATH	
Big Books: <i>Llama Llama Misses Mamma</i> <i>Rosie Goes to Preschool</i> Read Aloud Anthology: <i>Mary Had a Little Lamb</i>		Literacy Though Music: <i>The Hokey Pokey</i> Let's Sing: <i>Mary Wore Her Red Dress</i> Let's Move: <i>The Hello Song</i>		Exploring Manipulatives Exploring Math Center	
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Environmental Sounds Alphabet Recognition: ABC Song Print Awareness: Environmental Print High Frequency Word: I Little Reader: <i>My Little ABC's</i>		Mister Rogers: Caring for Ourselves (Rules and Limits) I Learn and Play in School: <i>You Can Do It Too, Little Kangaroo</i> Flip Chart: A Friendly Classroom Health and Safety/Fitness: Brushing Teeth		Understand the different skills scientists use to learn about the world. Use senses to learn about pumpkins.  Recognize national symbols. Develop the ability to play creatively.	

HWT LETTER		MUSIC		MATH		SECOND STEP	
F		Me and My World Lesson 1 Movement Can Show Opposites		<ul style="list-style-type: none"> <li>Recite numbers in order to 5 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 5 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-5. (NS 1.2)</li> <li>Identify, describe, and construct a <b>rectangle</b>. (G 1.1)</li> <li>Combine shapes to create a picture or design. (G 1.2)</li> <li>Recognize, duplicate, extend, and create patterns (AF 2.1, 2.2)</li> </ul>		<b>Unit 1:</b> Skills for Learning <b>Week 4:</b> Self-Talk <b>Key Words:</b> self-talk <b>Objective:</b> 1. Demonstrate self-talk strategies while playing a game <b>Song:</b> "The How to Learn Song" Track 5 <b>Brain Builder:</b> Which Way? game	
<b>READ ALOUD</b> <u>Who Stole Mona Lisa</u>							
<b>ART/VA</b> <b>VA1.0, VA2.0, VA3.0</b>	<b>COMPREHENSION</b>	<b>PRINT CONCEPTS</b>					
<b>Print:</b> <i>Mona Lisa</i> by Leonardo da Vinci <b>Project:</b> Mona Lisa head and hands	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2					
<b>WRITING</b> <b>W1.1, W1.2, W1.3</b>	<b>VOCABULARY</b> <b>LS2.1, LS2.2, LS2.3</b>	<b>VISUAL ART INTEGRATION</b>		<b>PHONOLOGICAL AWARENESS</b>			
<b>W.3 Narrative</b> by responding to text or print.	portrait, guide, artist, famous, sculptor, painter, museum, mustache, track, crowds, growled, returned	<b>Math:</b> Mat Man, Golden Triangle <b>Science:</b> Mirrors		<ul style="list-style-type: none"> <li><b>Rhyming: Recognize</b></li> </ul>			
<b>WORLD OF WONDERS</b> <b>Unit 1 Week 2</b> <b>Who We Are</b>							
<b>BOOK TIME</b>		<b>MUSIC AND MOVEMENT</b>			<b>MATH</b>		
Big Books: <i>If You're Happy</i> <i>Green Is a Chile Pepper</i> Read Aloud Anthology: <i>Wee Willie Winkie</i>		Literacy Through Music: <i>The Hokey Pokey</i> Let's Sing: <i>My Thumbs Are Starting to Wiggle</i> Let's Move: <i>Hello Song</i>			Count and Move to 10 Count to 2 Objects		
<b>ALPHABET TIME</b>		<b>SOCIAL AND EMOTIONAL</b>			<b>SCIENCE/SOCIAL STUDIES</b>		
Phonological Awareness: Distinguish Sounds Alphabet Recognition: Alphabet Song, Compare Letters Print Awareness: Print Conveys Meaning High Frequency Words: I, a Little Reader: <i>My Little ABC's</i>		Mister Rogers: Caring for Ourselves (Take Your Time, Rice-cake faces) I Learn and Play in School: <i>Seeds of Kindness</i> Flip Chart: Our Class Rule: Clean Up Health and Safety/Fitness: Body Parts and Functions			Learn about the five senses. Use our senses to observe and sort apples.  Recognize the American Flag. Learn how to say the Pledge of Allegiance.		

WEEK 5 Sept. 10-14, 2018			Visual Arts Theme 1: Self	
HWT LETTER	MUSIC	MATH	SECOND STEP	
E	Me and My World Lesson 1, Performance Task Movement Can Show Opposites	<ul style="list-style-type: none"> <li>Recite numbers in order to 5 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 5 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-5. (NS 1.2)</li> <li>Identify, describe, and construct an <b>oval</b>. (G 1.1)</li> <li>Combine shapes to create a picture or design. (G 1.2)</li> <li>Recognize, duplicate, extend, and create patterns (AF 2.1, 2.2)</li> </ul>	<b>Unit 1:</b> Skills for Learning <b>Week 5:</b> Following Directions <b>Key Words:</b> directions, repeat <b>Objective:</b> 1. Demonstrate listening and following directions while doing activities <b>Song:</b> "The How to Learn Song" Track 6 <b>Brain Builder:</b> Start and Stop Game	
<b>READ ALOUD A Pair of Socks</b>				
<b>ART/VA</b> <b>VA1.0, VA2.0, VA3.0</b>	<b>COMPREHENSION</b>			<b>PRINT CONCEPTS</b>
<b>Print:</b> <i>With Green Stockings</i> by Paul Klee <b>Project:</b> Draw yourself with marker and water colors	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2		
<b>WRITING</b> <b>W1.1, W1.2, W1.3</b>	<b>VOCABULARY</b> <b>LS2.1, LS2.2, LS2.3</b>	<b>VISUAL ART INTEGRATION</b>	<b>PHONOLOGICAL AWARENESS</b>	
<b>W.3 Narrative</b> by responding to text or print.	pair, match, same, missing, worn	<b>Math:</b> Count by twos <b>Science:</b> Grow green grass in a sock	<ul style="list-style-type: none"> <li><b>Rhyming: Recognize</b></li> </ul>	
<b>WORLD OF WONDERS Unit 1 Week 3 Who We Are</b>				
<b>BOOK TIME</b>	<b>MUSIC AND MOVEMENT</b>		<b>MATH</b>	
Big Books: <i>Always, Sometimes, Never</i> <i>ABC Like Me!</i> Read Aloud Anthology: <i>The Knee-High Man</i>	Literacy Through Music: <i>Clap Your Hands</i> Play a Pattern: <i>America</i> Let's Move: <i>If You're Happy</i>		Count 1-10 Group Objects (2-3) Match numbers and counters	
<b>ALPHABET TIME</b>	<b>SOCIAL AND EMOTIONAL</b>		<b>SCIENCE/SOCIAL STUDIES</b>	
Phonological Awareness: Sound position Alphabet Recognition: Alphabet Song, review alphabet, compare letters Print Awareness: Distinguish print from pictures High Frequency Words: see Little Reader: <i>What Do I See?</i>	Mister Rogers: <i>Care for Ourselves (Be Your Best, Caution Signs)</i> I Learn and Play in School: <i>Little Dog in Follow Rules</i> Flip Chart: <i>Making and Keeping Friends</i> Health and Safety/Fitness: Body Parts and Functions		Learn to compare and observe closely.  Discuss the diversity of cultures in America.	

HWT LETTER		MUSIC		MATH		SECOND STEP					
D		Me and My World Lesson 2 Sounds All Around		<ul style="list-style-type: none"> <li>Recite numbers in order to 5 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 5 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-5. (NS 1.2)</li> <li>Identify, describe, and construct a <b>hexagon</b>. (G 1.1)</li> <li>Combine shapes to create a picture or design. (G 1.2)</li> <li>Recognize, duplicate, extend, and create patterns (AF 2.1, 2.2)</li> </ul>		<p><b>Unit 1:</b> Skills for Learning <b>Week 6:</b> Asking for What You Need or Want <b>Key Words:</b> need, respectful <b>Objective:</b> 1. Demonstrate asking for what they need or want during skill-practice activities <b>Song:</b> "The How to Learn Song" Track 7 <b>Brain Builder:</b> Start and Stop Game</p>					
READ ALOUD Teacher Choice											
ART/VA VA1.0, VA2.0, VA3.0		COMPREHENSION						PRINT CONCEPTS			
<p><b>Print: <i>The Scream</i> by Edvard Munch</b> <b>Project: Scream Blow Painting</b></p>		<p>Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1</p> <p>Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2</p>		<p>Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1</p> <p>Understand that print is something that is read and has specific meaning. R1.2</p>							
WRITING W1.1, W1.2, W1.3		VOCABULARY LS2.1, LS2.2, LS2.3		VISUAL ART INTEGRATION		PHONOLOGICAL AWARENESS					
<p><b>W.3 Narrative</b> by responding to text or print.</p>		<p>head, eyes, hear, fingers, hands, arms, legs, feet, draw, paint, sculpt</p>		<p><b>Science:</b> Make ice cream <b>ELA:</b> Imitate <i>The Scream</i> pose</p>		<ul style="list-style-type: none"> <li><b>Rhyming: Repeating rhyming words out of a series of words</b></li> </ul>					
WORLD OF WONDERS				Unit 1 Week 4		Who We Are					
BOOK TIME				MUSIC AND MOVEMENT		MATH					
<p>Big Books: Teacher's Choice- Compare and Contrast Unit Books Read Aloud Anthology: <i>Timimoto</i></p>				<p>Literacy Through Music: <i>Clap Your Hands</i> Let's Sing: Review Let's Move: If You're Happy</p>		<p>Compare Numbers Count Objects 3-5</p>					
ALPHABET TIME				SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES					
<p>Phonological Awareness: Distinguish Sounds, Sound Position Alphabet Recognition: Review Print Awareness: Print from Pictures High Frequency Words: see Little Reader: <i>My Class</i></p>				<p>Mister Rogers: <i>Caring for Ourselves (Safety First)</i> I Learn to Play in School: Review Flip Chart: <i>Helping One Another</i> Health and Safety/Fitness: Review</p>		<p>Describe properties of objects. Compare properties of objects.</p> <p>Explore how things change over time.</p>					

WEEK 7 Sept. 24-28, 2018			Visual Arts Theme 1: Self	
HWT LETTER	MUSIC	MATH	SECOND STEP	
P	Me and My World Lesson 2 Sounds All Around	<ul style="list-style-type: none"> <li>Recite numbers in order to 5 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 5 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-5. (NS 1.2)</li> <li>Identify, describe, and construct a <b>rhombus</b>. (G 1.1)</li> <li>Combine shapes to create a picture or design. (G 1.2)</li> <li>Recognize, duplicate, extend, and create patterns (AF 2.1, 2.2)</li> </ul>	<b>Unit 1:</b> Skills for Learning <b>Week 7:</b> Identifying Feelings <b>Key Words:</b> feelings, happy, sad <b>Objective:</b> 1. Identify the feelings happy and sad when presented with physical clues 2. Tell about a time when they were happy or sad <b>Song:</b> "If You're Happy and You Know It" Track 8 <b>Brain Builder:</b> Clap-Down, Snap-Up Game	
READ ALOUD Teacher Choice				
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION			PRINT CONCEPTS
Compare and contrast art prints from Theme 1.	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2		
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS	
W.3 Narrative by responding to text or print.	Review vocabulary from Art Theme 1 and read aloud	Review previous art integration activities	<ul style="list-style-type: none"> <li><b>Rhyming: Isolate non-rhyming words out of a series of words</b></li> </ul>	
WORLD OF WONDERS Unit 2 Week 1 Making Friends				
BOOK TIME	MUSIC AND MOVEMENT	MATH		
Big Books: <i>Friends All Around</i> <i>Blue Chameleon</i> Read Aloud Anthology: <i>The Bremen Town Musicians</i>	Literacy Through Music: <i>Jack and Jill</i> Let's Sing: <i>Looby Loo</i> Let's Move: <i>Ring Around the Rosy</i>	Shapes (Circles and Squares)		
ALPHABET TIME	SOCIAL AND EMOTIONAL	SCIENCE/SOCIAL STUDIES		
Phonological Awareness: Syllables Alphabet Recognition: Aa Print Awareness: Concept of a Word High Frequency Words: like Little Reader: <i>I Like Shapes!</i>	Mister Rogers: Sharing and Working Together (What Belongs to Everyone?) I Learn and Play With Others: <i>Maddie Doesn't Want to Share</i> Flip Chart: How Can I Help in School? Health and Safety/Fitness: Playground Safety	Sort a variety of rocks based on their characteristics and investigate how rocks are used  Discuss ways friends work together and share		

WEEK 8 Oct. 1-5, 2018		Fall Benchmark Due Oct. 5 @4:00pm		End of 1 <sup>st</sup> Quarter	Visual Arts Theme 2: Music and Movement			
HWT LETTER	MUSIC		MATH	SECOND STEP				
B	Me and My World Lesson 2 Sounds All Around		<ul style="list-style-type: none"> <li>Recite numbers in order to 5 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 5 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-5. (NS 1.2)</li> <li>Identify, describe, and construct a <b>heart</b> and <b>star</b>. (G 1.1)</li> <li>Combine shapes to create a picture or design. (G 1.2)</li> <li>Recognize, duplicate, extend, and create patterns (AF 2.1, 2.2)</li> </ul>	<b>Unit 2:</b> Empathy <b>Week 8:</b> More Feelings <b>Key Words:</b> surprised, afraid, scared <b>Objective:</b> 1. Name the feelings <i>surprised</i> and <i>scared</i> when presented with physical and situational clues 2. Identify how others feel when in response to scenarios <b>Song:</b> "If You're Happy and You Know It" Track 10 <b>Brain Builder:</b> Clap-Down, Snap- Up Game				
<b>READ ALOUD</b> Chasing <u>Degas</u>								
<b>ART/VA</b> VA1.0, VA2.0, VA3.0	<b>COMPREHENSION</b>	<b>PRINT CONCEPTS</b>						
<b>Print:</b> <i>Ballet Class</i> by Edgar Degas <b>Project:</b> Pick from VA Integration	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2						
<b>WRITING</b> W1.1, W1.2, W1.3	<b>VOCABULARY</b> LS2.1, LS2.2, LS2.3	<b>VISUAL ART INTEGRATION</b>	<b>PHONOLOGICAL AWARENESS</b>					
<b>W.3 Narrative</b> by responding to text or print.	rehearsal, easel, continued, leaped, turned, twirled	<b>Math:</b> Shape Rubbings, Living Shape Sculpture, Sidewalk Shapes, Measure Me String Art <b>Science:</b> Wet Paint Design, Stretch Picture, Candle Coloring	<ul style="list-style-type: none"> <li><b>Rhyming:</b> Producing a rhyming word with a familiar word</li> </ul>					
<b>WORLD OF WONDERS</b> Unit 2 Week 2 Making Friends								
<b>BOOK TIME</b>		<b>MUSIC AND MOVEMENT</b>		<b>MATH</b>				
Big Books: <i>Being Friends</i> <i>How Do Dinosaurs Play with Their Friends?</i> Read Aloud Anthology: <i>This is the House that Jack Built</i>		Literacy Through Music: <i>Jack and Jill</i> Let's Sing: <i>Merrily, We Roll Along</i> Let's Move: Ring Around the Rosy		Shapes (Triangles and Rectangles) Count 1-5				
<b>ALPHABET TIME</b>		<b>SOCIAL AND EMOTIONAL</b>		<b>SCIENCE/SOCIAL STUDIES</b>				
Phonological Awareness: Rhyme Alphabet Recognition: Mm Print Awareness: Directionality High Frequency Words: like Little Reader: <i>I Am Happy</i>		Mister Rogers: Sharing and Working Together (Job Squads, Talk About Sharing) I Work and Play With Others: <i>When Lola Comes to Play</i> Flip Chart: <i>We All Need Friends</i> Health and Safety/Fitness: <i>Home Safety</i>		Begin to predict.  Explore why rules are important.				



HWT LETTER		MUSIC		MATH	SECOND STEP		
R		Me and My World Lesson 2, Performance Task Sounds All Around		<ul style="list-style-type: none"> <li>Identify, describe, and construct an octagon. (G 1.1)</li> <li>Compare by counting or matching, two groups of objects of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”) (NS 2.1)</li> </ul>	<b>Unit 2:</b> Empathy <b>Week 9:</b> Identifying Anger <b>Key Words:</b> mad, angry, anger <b>Objective:</b> 1 Identify the feeling mad/angry when presented with physical clues. 2. Tell others about a time when they felt angry. <b>Songs:</b> “If Your Happy and You Know If” Track 12 <b>Brain Builder:</b> Play the Echo, Echo!		
READ ALOUD Teacher Choice							
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION	PRINT CONCEPTS					
<b>Print:</b> <i>Snap the Whip</i> 1872 Winslow Homer <b>Project:</b> Make a crayon rubbing using a cutout figure to focus on the movement and position of the body in dance or play.	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2					
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION		PHONOLOGICAL AWARENESS			
<b>W.3 Narrative</b> by responding to text or print.	skip, walk, jump, run, dance, exercise, hop	<b>Math:</b> Shape Rubbings, Living Shape Sculpture, Sidewalk Shapes, Measure Me String Art <b>Science:</b> Wet Paint Design, Stretch Picture, Candle Coloring		<ul style="list-style-type: none"> <li><b>Rhyming:</b> Producing a rhyming word with an unfamiliar word or nonsense word</li> </ul>			
WORLD OF WONDERS UNIT 2 WEEK 3 Making Friends							
BOOK TIME		MUSIC AND MOVEMENT		MATH			
Big Books: <i>Virgil &amp; Owen</i> <i>ABC for You and Me</i> Read Aloud Anthology: <i>The Clever Jackal</i>		Literacy Through Music: “Gogo” Let’s Sing: “Skip to My Lou” Let’s Move: “Follow Me”		Count to 5 Match Numbers Move in Patterns			
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES			
Phonological Awareness: Initial Sounds Alphabet Recognition: Ss Print Awareness: Concept of a Letter High Frequency Words: we, to Little Reader: <i>My Friend Sam</i>		Mister Rogers: Sharing and Working Together (Cooperation, Thank-you Notes) I Work and Play with Others: <i>Little Dog in Cooperating</i> Flip Chart: <i>Taking Care of Our Classroom</i> Health and Safety/Fitness: Community Safety		Sort and classify objects  Discuss what make a good friend			

HWT LETTER		MUSIC		MATH	SECOND STEP		
N		Me and My World Lesson 3 Counting Forward with Vocal Variety		<ul style="list-style-type: none"> <li>Identify, describe, and construct a <b>crescent</b>. (G 1.1)</li> <li>Compare by counting or matching, two groups of objects of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”) (NS 2.1)</li> <li><b>Identify, without counting, the number of objects in a collection of up to four objects (subitize). (NS 1.3)</b></li> <li><b>Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy. (AF 1.1)</b></li> </ul>	<b>Unit 2:</b> Empathy <b>Week 10:</b> Same or Different Feelings <b>Key Words:</b> same, different <b>Objective:</b> 1. Compare what is the same and what is different about two objects 2. Identify whether they feel the same as or different from others in response to scenarios. <b>Songs:</b> “I Have Feelings” Track 13 <b>Brain Builder:</b> Play the Echo, Echo!		
READ ALOUD <u>Giraffes Can’t Dance</u>							
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION	PRINT CONCEPTS					
<b>Print:</b> <i>Dancing in Colombia</i> by Botero <b>Project:</b> Create mixed media works to show movement in a character based on Gerald the Giraffe	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2					
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION		PHONOLOGICAL AWARENESS			
<b>W.3 Narrative</b> by responding to text or print.	Slim, twirled, sneered, crooked, buckled, prance, elegant, entranced, leapt, crept, swaying, swishing, shuffling	<b>Math:</b> Shape Rubbings, Living Shape Sculpture, Sidewalk Shapes, Measure Me String Art <b>Science:</b> Wet Paint Design, Stretch Picture, Candle Coloring		<ul style="list-style-type: none"> <li>Rhyming</li> <li><b>Sentence Segmentation: Segment sentence into separate words</b></li> </ul>			
WORLD OF WONDERS UNIT 2 WEEK 4 Making Friends							
BOOK TIME		MUSIC AND MOVEMENT		MATH			
Big Books: Teacher’s Choice Read Aloud Anthology: <i>Little Red Riding Hood</i>		Literacy Through Music: “Gogo” Let’s Sing: Review Let’s Move: “Follow Me”		Numerals 1-5			
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES			
Phonological Awareness: Rhyme Alphabet Recognition: Pp Print Awareness: Concept of a word High Frequency Words: we, to Little Reader: <i>We Are Friends</i>		Mister Rogers: Sharing and Working Together (Cooperation, Thank-you Notes) I Work and Play with Others: <i>Little Dog in Cooperating</i> Flip Chart: <i>Taking Care of Our Classroom</i> Health and Safety/Fitness: Community Safety		Describe the position of an object in relation to another object  Discover what the principal does			

HWT LETTER		MUSIC		MATH		SECOND STEP	
M		Me and My World Lesson 3 Counting Forward with Vocal Variety		<ul style="list-style-type: none"> <li>Recite numbers in order to 10 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 10 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-10. (NS 1.2)</li> <li>Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy. (AF 1.1)</li> </ul>		<b>Unit 2:</b> Empathy <b>Week 11:</b> Accidents <b>Key Words:</b> mean to, accident, on purpose <b>Objective:</b> 1. Identify when something happens by accident 2. Demonstrate saying, "I didn't mean to. It was an accident. Are you okay?" in response to scenarios <b>Songs:</b> "Everyone Has Accidents" Track 14 <b>Brain Builder:</b> Play the Lost and Found game	
<b>READ ALOUD Teacher Choice</b>							
<b>ART/VA</b> VA1.0, VA2.0, VA3.0		<b>COMPREHENSION</b>		<b>PRINT CONCEPTS</b>			
Revisit books and art prints from Theme 2		Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2		Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
<b>WRITING</b> W1.1, W1.2, W1.3		<b>VOCABULARY</b> LS2.1, LS2.2, LS2.3		<b>VISUAL ART INTEGRATION</b>		<b>PHONOLOGICAL AWARENESS</b>	
<b>W.2 Explanatory/Informative</b> W.3 Narrative by responding to text or print.		Review vocabulary from read alouds for Art Theme 2		<b>Math:</b> Shape Rubbings, Living Shape Sculpture, Sidewalk Shapes, Measure Me String Art <b>Science:</b> Wet Paint Design, Stretch Picture, Candle Coloring		<ul style="list-style-type: none"> <li>Rhyming</li> <li><b>Sentence Segmentation: Segment sentence into separate words</b></li> </ul>	
<b>WORLD OF WONDERS UNIT 3 WEEK 1 Families</b>							
<b>BOOK TIME</b>		<b>MUSIC AND MOVEMENT</b>			<b>MATH</b>		
Big Books: <i>Families</i> <i>Looking for Bongo</i> Read Aloud Anthology: <i>The Three Bears</i>		Literacy Through Music: "Mary Wore Her Red Dress" Let's Sing: "Hush, Little Baby" Let's Move: "Hey! Diddle, Diddle"			Numeral 6 Review Numerals What's My Number?		
<b>ALPHABET TIME</b>		<b>SOCIAL AND EMOTIONAL</b>			<b>SCIENCE/SOCIAL STUDIES</b>		
Phonological Awareness: Initial Sounds Alphabet Recognition: Tt Print Awareness: Uppercase Letters High Frequency Words: the Little Reader: <i>Silly Cat</i>		Mister Rogers: Expressing Our Feelings (Saying "I Am Sorry", Pantomime Feelings) I Have Feelings: <i>Happy is a Feeling</i> Flip Chart: <i>Be Proud of What You Can Do</i> Health and Safety/Fitness: Medicine Safety			Understand what magnets do and where they can stick  Compare different characteristics of homes		

HWT LETTER	MUSIC	MATH	SECOND STEP	
Review Frog Jump Letters	Me and My World Lesson 3 Counting Forward with Vocal Variety	<ul style="list-style-type: none"> <li>Recite numbers in order to 10 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 10 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-10. (NS 1.2)</li> <li>Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy. (AF 1.1)</li> <li><b>Write the numeral 6</b></li> </ul>	<p><b>Unit 2:</b> Empathy <b>Week 12:</b> Caring and Helping <b>Key Words:</b> care, kind, helping <b>Objective:</b> 1. Demonstrate saying something kind in response to scenarios 2. Demonstrate helping behaviors during an activity <b>Songs:</b> "The Caring and Helping" Track 15 <b>Brain Builder:</b> Play the Lost and Found game</p>	
<b>READ ALOUD My Hands Sing the Blues</b>				
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION			PRINT CONCEPTS
<p><b>Print:</b> <i>Evening of the Gray Cat</i> by Romare Bearden <b>Project:</b> Create a paper collage of a kitchen, family room, bedroom</p>	<p>Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1</p> <p>Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2</p>	<p>Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1</p> <p>Understand that print is something that is read and has specific meaning. R1.2</p>		
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS	
<p><b>W.2 Explanatory/Informative</b> W.3 Narrative by responding to text or print.</p>	<p>create, memory, slurp, engineer, whistles, railroads, locomotive, traveling</p>	<p><b>Science:</b> Sound Jars, Nature Sounds, Sounds of the World, The Listening Walk</p>	<ul style="list-style-type: none"> <li>Rhyming</li> <li><b>Sentence Segmentation: Segment sentence into separate words</b></li> </ul>	

WORLD OF WONDERS		UNIT 3 WEEK 2	Families
BOOK TIME	MUSIC AND MOVEMENT		MATH
<p>Big Books: <i>All the World</i> <i>Big Box of Shapes</i> Read Aloud Anthology: <i>Diddle, Diddle, Dumpling</i></p>	<p>Literacy Through Music: "Mary Wore Her Red Dress" Let's Sing: "If You're Happy" Let's Move: "Hey! Diddle, Diddle"</p>		<p>Shape Book Count Objects Shapes and Numerals</p>
ALPHABET TIME	SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES
<p>Phonological Awareness: Rhyme Alphabet Recognition: li Print Awareness: Word Spaces High Frequency Words: the Little Reader: <i>Did It?</i></p>	<p>Mister Rogers: Expressing Our Feelings ( feeling angry, Feeling Show) I Have Feelings: <i>When Rex and Steggy Got Angry</i> Flip Chart: <i>All About Feelings</i> Health and Safety/Fitness: Preventing Infections</p>		<p>Understand that plants are living things that have needs. Make connections between choice of building materials and environmental conditions</p>

WEEK 13 Nov. 5-9 2018		Visual Arts Theme 3: Family	
HWT LETTER	MUSIC	MATH	SECOND STEP
H	Me and My World Lesson 3, Performance Task Counting Forward with Vocal Variety	<ul style="list-style-type: none"> <li>Recite numbers in order to 10 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 10 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-10. (NS 1.2)</li> <li>Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy. (AF 1.1)</li> <li><b>Write the numeral 7</b></li> </ul>	<b>Unit 3:</b> Emotion Management <b>Week 13:</b> We Feel Feelings in Our Bodies <b>Key Words:</b> uncomfortable, worried, clues <b>Objective:</b> 1. identify worry as an uncomfortable feeling 2. Identify a grown-up to talk to when they feel worried <b>Songs:</b> "Feelings in My Body" Track 16 <b>Brain Builder:</b> Play the Shape Shifter game
<b>READ ALOUD</b> Teacher Choice			
<b>ART/VA</b> VA1.0, VA2.0, VA3.0	<b>COMPREHENSION</b>		
<b>Print:</b> <i>Young Mother Sewing, 1900 Mary Cassatt</i> <b>Project:</b> Depict a close relationship between two people using chalk pastels.	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2	
<b>WRITING</b> W1.1, W1.2, W1.3	<b>VOCABULARY</b> LS2.1, LS2.2, LS2.3	<b>VISUAL ART INTEGRATION</b>	<b>PHONOLOGICAL AWARENESS</b>
<b>W.2 Explanatory/Informative</b> <b>W.3 Narrative</b> by responding to text or print.	mother, father, brother, sister, pet, grandmother, grandfather, family	<b>Math:</b> Texture Pattern Rubbings	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li><b>Syllables, specifically compound words: Segmenting compound words R2.1</b></li> </ul>
<b>WORLD OF WONDERS      UNIT 3 WEEK 3      Families</b>			
<b>BOOK TIME</b>		<b>MUSIC AND MOVEMENT</b>	<b>MATH</b>
Big Books: <i>Pecan Pie Baby</i> A Birthday Basket for Tia Read Aloud Anthology: <i>The Rooster Who Went to Tio's Wedding</i>		Literacy Through Music: "The Mulberry Bush" Let's Play a Pattern: "Nokken Danser" Let's Move: "1, 2, Buckle My Shoe"	Shapes Sorting shapes Shape step Count and sort
<b>ALPHABET TIME</b>		<b>SOCIAL AND EMOTIONAL</b>	<b>SCIENCE/SOCIAL STUDIES</b>
Phonological Awareness: Syllables Alphabet Recognition: Nn Print Awareness: Match Words High Frequency Words: are Little Reader: <i>What is in the Pan?</i>		Mister Rogers: Expressing Our Feelings (Meeting Someone New, Unexpected Changes) I Have Feelings: <i>Little Dog in Expressing Feelings</i> Flip Chart: Things I Can Do Health and Safety/Fitness: Preventing Infestations	Understand what day and night sky look like. Understand that the sun is a star that provides heat and light, creates shadows, and appears to move through the sky Discuss family histories.

WEEK 14 Nov. 12-16 2018		Nov. 12 Veterans' Day		Visual Arts Theme 3: Family	
HWT LETTER	MUSIC		MATH		SECOND STEP
K	Review		<ul style="list-style-type: none"> <li>Recite numbers in order to 10 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 10 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-10. (NS 1.2)</li> <li>Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy. (AF 1.1)</li> <li><b>Concept of zero</b></li> <li><b>Write the numeral 8</b></li> </ul>		<b>Unit 3:</b> Emotion Management <b>Week 13:</b> Strong Feelings <b>Key Words:</b> frustrated, strong feelings <b>Objective:</b> 1. Recognize and name when they or others are feeling frustrated 2. Demonstrate putting their hands on their tummies and saying "stop" <b>Songs:</b> "When My Feelings Are Very Strong" Track 18 <b>Brain Builder:</b> Play the Shape Shifter game
<b>READ ALOUD</b> <u>Listening Walk</u>					
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION	PRINT CONCEPTS			
<b>Print:</b> <i>People and Dog in Sun</i> , 1949 Joan Miro <b>Project:</b> Create a surrealist object using oil pastels or markers.	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS		
<b>W.2</b> <b>Explanatory/Informative</b> W.3 Narrative by responding to text/print.	Sneakers, steady, waggle, overhead, dribbling, block, puff	Review all integration from Theme 3.	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation:</li> <li><b>Syllables, specifically compound words: Segmenting compound words R2.1</b></li> </ul>		
<b>WORLD OF WONDERS</b>					
		<b>UNIT 3 WEEK 4</b>		<b>Families</b>	
BOOK TIME		MUSIC AND MOVEMENT		MATH	
Big Books: Teacher's Choice		Literacy Through Music: "The Mulberry Bush"		Match numbers and numerals	
Read Aloud Anthology: <i>The Crocodile and the Hen</i>		Let's Sing: Theme Favorites		Numerals 7, 8	
		Let's Move: "1, 2, Buckle My Shoe"		Count and Move	
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Review		Mister Rogers: Expressing Our Feelings (I felt jealous when...,		Describe different sources of heat and light.	
Alphabet Recognition: Cc		I Have Feelings: Review		Describe different sources of energy and how energy and electricity are used.	
Print Awareness: Review		Flip Chart: Family Time		Observe different homes in the neighborhood	
High Frequency Words: are		Health and Safety/Fitness: Review			
Little Reader: <i>We Are a Family</i>					

WEEK 16 Nov. 26- 30 2018

Week 15 Thanksgiving Break

HWT LETTER		MUSIC		MATH	SECOND STEP		
L		Holidays and Winter Lesson 1 Listening and Moving to Music		<ul style="list-style-type: none"> <li>Recite numbers in order to 10 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 10 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-10. (NS 1.2)</li> <li>Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy. (AF 1.1)</li> <li>Concept of zero</li> <li><b>Write the numeral 9</b></li> </ul>	<b>Unit 3:</b> Emotion Management <b>Week 15:</b> Naming Feelings <b>Key Words:</b> name, naming <b>Objective:</b> 1. Name their feelings in response to scenarios 2. Demonstrate how to calm down in response to scenarios <b>Songs:</b> "When My Feeling's Very Strong" Track 19 <b>Brain Builder:</b> Play the Sink or Swim		
READ ALOUD Teacher Choice							
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION	PRINT CONCEPTS					
Holiday The Gift The Mitten Stone Soup	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2					
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION		PHONOLOGICAL AWARENESS			
W.2 Explanatory/Informative W.3 Narrative by responding to text /print.	Recipe, ingredients, village, sharing, simmering, herbs, spices, travelers, pot, gathered, boiled, bubbled, stone			<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Compound Words R2.1</li> <li><b>Syllables: Syllable segmentation and counting syllables R2.1</b></li> </ul>			
WORLD OF WONDERS UNIT 4 WEEK 1 Food							
BOOK TIME		MUSIC AND MOVEMENT		MATH			
Big Books: <i>Yummy! Good Food Makes Me strong!</i> <i>The Apple Pie that Papa Baked</i> Read Aloud Anthology: <i>The Little Red Hen</i>		Literacy Through Music: "Little Miss Muffet" Let's Sing: "Apples and Bananas" Let's Move: "Pizza Me"		Numerals 9 and 10			
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES			
Phonological Awareness: Syllables Alphabet Recognition: Oo Print Awareness: Uppercase Letters High Frequency Words: my Little Reader:		Mister Rogers: Proud to Be Growing (using silverware, learning new things) I Can Do It!: <i>Look at Me!</i> Flip Chart: Working with Friends Health and Safety/Fitness: Washing Hands		Discuss what plants need to grow  Discuss the relationship between work and money			

WEEK 17 Dec. 3-7, 2018				
HWT LETTER	MUSIC	MATH	SECOND STEP	
U	Holidays and Winter Lesson 1 Listening and Moving to Music	<ul style="list-style-type: none"> <li>Recite numbers in order to 10 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 10 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-10. (NS 1.2)</li> <li>Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy. (AF 1.1)</li> <li>Concept of zero</li> <li><b>Write the numeral 10</b></li> </ul>	<b>Unit 3:</b> Emotion Management <b>Week 13:</b> Managing Disappointment <b>Key Words:</b> disappointed, belly breathing, belly, breathe <b>Objective:</b> 1. Demonstrate belly breathing 2. Demonstrate the Calming-Down Steps in response to scenarios <b>Songs:</b> "When My Feelings Very Strong" Track 20 <b>Brain Builder:</b> Play the Sink or Swim game	
READ ALOUD Teacher Choice				
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION			PRINT CONCEPTS
Holiday The Gift The Mitten Stone Soup	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2		
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS	
W.2 Explanatory/Informative W.3 Narrative by responding to text or print.	Mitten, snow, stretched, burrowed, cozy, admire, commotion, lumbered, tunneled, muzzle, investigate		<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Compound Words</li> <li><b>Syllables: Blending syllables R2.1</b></li> </ul>	
WORLD OF WONDERS UNIT 4 WEEK 2 Food				
BOOK TIME	MUSIC AND MOVEMENT	MATH		
Big Books: <i>Chew, Chew, Gulp!</i> <i>Plants Feed Me</i> Read Aloud Anthology: <i>Pease-Porridge Hot</i>	Literacy Through Music: "Little Miss Muffet" Let's Sing: "Oats, Peas, Beans and Barley Grow" Let's Move: "Pizza Pie"	Number Match Number Order		
ALPHABET TIME	SOCIAL AND EMOTIONAL	SCIENCE/SOCIAL STUDIES		
Phonological Awareness: Initial Sound Alphabet Recognition: Ff Print Awareness: Word Spaces High Frequency Words: my Little Reader: <i>My Garden</i>	Mister Rogers: Proud to Be Growing (Let's Go Shopping, Raw Vegetables with Dip) I Can Do It!: <i>Turtle's Wish</i> Flip Chart: Let's Play Detective Health and Safety/Fitness: Good Nutrition and Identifying Hunger	Discuss how matter can change when mixed together. Understand how mixtures can be made and how to separate them.  Discuss food service jobs in the neighborhood		



WEEK 18 Dec. 10-14 2018		Weeks 19-21 Winter Break		End of 2nd Quarter	
HWT LETTER	MUSIC		MATH		SECOND STEP
V	Holidays and Winter Lesson 1, Performance Task Listening and Moving to Music		<ul style="list-style-type: none"> <li>Recite numbers in order to 10 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 10 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-10. (NS 1.2)</li> <li>Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy. (AF 1.1)</li> <li>Concept of zero</li> <li><b>Write the numeral 0</b></li> </ul>		<b>Unit 3:</b> Emotion Management <b>Week 13:</b> Managing Anger <b>Key Words:</b> angry, tense, tight, relaxing, relax, relaxed <b>Objective:</b> 1. Demonstrate relaxing their bodies 2. Tell the difference between ways to behave when angry that are okay and those that are not okay <b>Songs:</b> "The Calm-Down Chant" Track 21 <b>Brain Builder:</b> Play Who's Wearing Red
READ ALOUD Teacher Choice					
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION	PRINT CONCEPTS			
Holiday The Gift The Mitten Stone Soup	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS		
W.2 Explanatory/Informative W.3 Narrative by responding to text or print.	Holiday, peace on Earth, gift, shift, fields of clover, plight, uptight, buttercup, displeasure, curious, mighty, incredible		<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li><b>Syllables: Segmentation and blending R2.1</b></li> </ul>		
WORLD OF WONDERS UNIT 4 WEEK 3 Food					
BOOK TIME		MUSIC AND MOVEMENT		MATH	
Big Books: <i>Feast for 10</i> <i>Bunny Cakes</i> Read Aloud Anthology: <i>Little Juan and the Cooking Pot</i>		Literacy Through Music: "Three Little Muffins" Let's Play a Pattern: "Festival Dance" Let's Move: "Polly Put the Kettle On"		Shapes Count Forward and Backward	
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Alliteration Alphabet Recognition: Hh Print Awareness: Text Forms/Functions High Frequency Words: is Little Reader: <i>It is Hot!</i>		Mister Rogers: Proud to Be Growing (You've Got to Do It, All By Myself) I Can Do It!: <i>Little Dog in Being Responsible</i> : Flip Chart: Time to Shine Health and Safety/Fitness: Food Variety and Preference		Identify and explore plants that we eat. Explore types of plants we eat and learn about their different parts.  Discuss what money is and what we use it for. Discuss the relationship between work and money.	

WEEK 22 Jan. 7-11 2019			Visual Arts Theme 4: Community		
HWT LETTER	MUSIC	MATH	SECOND STEP		
W	Holidays and Winter Lesson 2 Steady Beat with Nursery Rhymes	<ul style="list-style-type: none"> <li>Compare two objects by length directly (putting objects side by side) or indirectly (using a third object). (M 1.1)</li> <li>Recite numbers in order to 20 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 20 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-20. (NS 1.2)</li> </ul>	<b>Unit 3:</b> Emotional Management <b>Week 18:</b> Managing Waiting <b>Key Words:</b> Excited, wait, waiting. <b>Objective:</b> 1. Demonstrates waiting in a game. 2. Demonstrates counting to help with waiting. <b>Songs:</b> The Waiting Song Track 22 <b>Brain Builder:</b> Who's wearing red?		
<b>READ ALOUD</b> <u>Journey On A Cloud</u>					
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION		PRINT CONCEPTS		
<b>Print:</b> <i>I and the Village</i> 1911 Marc Chagall  <b>Project:</b> Students create a four-section drawing with a surrealistic or dream like	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS		
<b>W.2 Explanatory/Informative</b> W.3 Narrative by responding to text or print.	daydream, head in the clouds, real, fantasy, gaze, prefer, replace, descend, sighed	<b>Math:</b> Artist' Favorite Colors, Rainbow Streamers <b>Science:</b> Erupting Colors	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li><b>Syllables: Segmentation and syllables R 2.1</b></li> </ul>		
WORLD OF WONDERS UNIT 4 WEEK 4 Food					
BOOK TIME		MUSIC AND MOVEMENT		MATH	
Big Books: Teacher's Choice  Read Aloud Anthology: <i>The Johnny Cake Boy</i>		Literacy Through Music: "Three Little Muffins" Let's Sing: Theme favorites Let's Move: Polly Put the Kettle On		Shapes Count Forward and Backward Shape Step Count Forward and Backward Shape Book	
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Review Alphabet Recognition: Dd Print Awareness: Review High Frequency Words: is Little Reader: My Yummy Food		Mister Rogers: Proud to Be Growing (We Can Cook) I Can Do It: Review Flip Chart: Keep Trying Health and Safety/Fitness: Review		Science: How heat changes things/ what happens when things freeze Social Studies: Observe and understand how a restaurant works	

WEEK 23 Jan. 14-18 2019			Visual Arts Theme 4: Community				
HWT LETTER	MUSIC	MATH	SECOND STEP				
X	Holidays and Winter Lesson 2 Steady Beat with Nursery Rhymes	<ul style="list-style-type: none"> <li>Recite numbers in order to 20 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 20 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-20. (NS 1.2)</li> <li><b>Compare two objects by length directly (putting objects side by side) or indirectly (using a third object). (M 1.1)</b></li> <li><b>Order four or more objects by size. (M1.2)</b></li> </ul>	<b>Unit 4 :Friendship Skills and Problem Solving</b> <b>Week 19: Fair Ways to Play</b> <b>Key Words:</b> Fair, taking turns, trading, playing together <b>Objective:</b> <ol style="list-style-type: none"> <li>Demonstrates asking to play together, trade, or take turns when playing with another child.</li> <li>Demonstrates fair ways to play in everyday situations.</li> </ol> <b>Songs:</b> Playing Fairly Track 23 <b>Brain Builder:</b> Play the Mixed-Up Rules!				
<b>READ ALOUD Round Trip</b>							
<b>ART/VA</b> <b>VA1.0, VA2.0, VA3.0</b>	<b>COMPREHENSION</b>				<b>PRINT CONCEPTS</b>		
<b>Print:</b> <i>Street in Auvers</i> , 1890 Vincent van Gogh  <b>Project:</b> Create a rural house exterior with impasto paint.	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2					
<b>WRITING</b> <b>W1.1, W1.2, W1.3</b>	<b>VOCABULARY</b> <b>LS2.1, LS2.2, LS2.3</b>	<b>VISUAL ART INTEGRATION</b>	<b>PHONOLOGICAL AWARENESS</b>				
<b>W.2 Explanatory/Informative</b> <b>W.3 Narrative</b> by responding to text or print.	Shone, moonlit, empty, under, crossed, rough, drifted, expressway, subway, valley, coast	<b>Math:</b> Artist' Favorite Colors, Rainbow Streamers <b>Science:</b> Erupting Colors	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllables</li> <li><b>Onset-Rime, Blending &amp; Segmentation: Isolate onset phonemes with picture support R 2.2</b></li> </ul>				
<b>WORLD OF WONDERS UNIT 5 WEEK 1 Our Neighborhood</b>							
<b>BOOK TIME</b>		<b>MUSIC AND MOVEMENT</b>	<b>MATH</b>				
Big Books: <i>Say Hello Whose Hat Is This?</i> Read Aloud Anthology: <i>City Mouse and Country Mouse</i>		Literacy Through Music: "1,2 Buckle my Shoe " Let's Sing: "The Mulberry Bush" Let's Move: " Eency Weency Spider"	Count and Move in Patterns Patterns In Art Real World Patterns				
<b>ALPHABET TIME</b>		<b>SOCIAL AND EMOTIONAL</b>	<b>SCIENCE/SOCIAL STUDIES</b>				
Phonological Awareness: Blend Syllables Alphabet Recognition: Rr Print Awareness: Match Words High Frequency Words: have Little Reader: My City		Mister Rogers: People Are Alike and Different (No one Just like you) I Make Good Choices: How To Play Fair with A Bear Flip Chart: How Can I Help Someone Health and Safety/Fitness: Dial 9-1-1	Science: Explore the uses of soil  Social Studies: Explore What A Neighborhood Is				

WEEK 24 Jan. 21-25 2019		Jan 21 MLK Holiday		Visual Arts Theme 4: Community	
HWT LETTER	MUSIC		MATH		SECOND STEP
Y	Holidays and Winter Lesson 2 Steady Beat with Nursery Rhymes		<ul style="list-style-type: none"> <li>Recite numbers in order to 20 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 20 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-20. (NS 1.2)</li> <li><b>Compare two objects by length directly (putting objects side by side) or indirectly (using a third object). (M 1.1)</b></li> <li><b>Order four or more objects by size. (M1.2)</b></li> <li><b>Measure length using multiple duplicates of the same-size concrete units laid end to end (non-standard measurement). (M1.3)</b></li> <li><b>Recognize, duplicate, extend, and create patterns (AF 2.1, 2.2)</b></li> </ul>		<b>Unit 4:</b> Friendship Skills Problem Solving <b>Week 20:</b> Having Fun With Friends <b>Key Words:</b> <b>Objective:</b> <ol style="list-style-type: none"> <li>Identify how they feel when other children do or do not play in fair ways</li> <li>Name ways they have fun with friends</li> </ol> <b>Songs:</b> Playing Fairly Track 23 <b>Brain Builder:</b> Play the Mixed-Up Rule!
<b>READ ALOUD</b> <u>A Chair for My Mother</u>					
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION	PRINT CONCEPTS			
<b>Print:</b> <i>Table for Ladies</i> , 1930 Edward Hopper  <b>Project:</b> Create a collage\mixed media work showing a person at work in the community	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS		
<b>W.1 Opinion</b> W.3 Narrative by responding to text or print.	Waitress, change, kindest exchanged, beside, supper	<b>Math:</b> Artist' Favorite Colors, Rainbow Streamers <b>Science:</b> Erupting Colors	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllables</li> <li><b>Onset-Rime, Blending &amp; Segmentation: Isolate onset phonemes with picture support R 2.2</b></li> </ul>		
WORLD OF WONDERS		UNIT 5 WEEK 2		Our Neighborhood	
BOOK TIME		MUSIC AND MOVEMENT		MATH	
Big Books: <i>All Through My Town</i>  Read Aloud Anthology: <i>To Market</i>		Literacy Through Music: "1,2 Buckle My Shoe" Let's Sing: "London Bridge" Let's Move: "Eency Weency Spider"		Patterns Count and Move in Patterns Patterns In Art Real World Patterns	
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Blend Syllables Alphabet Recognition: Ee Print Awareness: Word Spaces High Frequency Words: have Little Reader: I Am a Farmer		Mister Rogers: People Are Alike and Different (paper dolls) I Make Good Choices: The Pigs.... Flip Chart: How Can I Get Others To Play With Me? Health and Safety/Fitness: Emergency Routines		Science: Recognize different sizes and shapes of trees and their leaves Social Studies: Identify common neighborhood buildings	

WEEK 25 Jan. 28-Feb. 1 2019			Visual Arts Theme 4: Community		
HWT LETTER	MUSIC	MATH	SECOND STEP		
Z	Holidays and Winter Lesson 2, Performance Task Steady Beat with Nursery Rhymes	<ul style="list-style-type: none"> <li>Recite numbers in order to 20 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 20 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-20. (NS 1.2)</li> <li><b>Compare two objects by weight directly (putting objects side by side) or indirectly (using a third object). (M 1.1)</b></li> <li><b>Recognize, duplicate, extend, and create patterns (AF 2.1, 2.2)</b></li> </ul>	<b>Unit 4:</b> Friendship Skills Problem Solving <b>Week 21:</b> Inviting to Play <b>Key Words:</b> Invite/inviting <b>Objective:</b> <ol style="list-style-type: none"> <li>Demonstrate how to use inviting language</li> <li>Demonstrate inviting others to play during a game</li> </ol> <b>Songs:</b> "When We Play Together" Track 24 <b>Brain Builder:</b> Play the Partner Patty Cake Walk		
READ ALOUD Teacher Choice					
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION		PRINT CONCEPTS		
<b>Print:</b> Revisit books and art prints from Art Theme 4	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS		
<b>W.1 Opinion</b> W.3 Narrative by responding to text or print.	Review vocabulary from Read Aloud and Art Theme 4.	<b>Math:</b> Artist' Favorite Colors, Rainbow Streamers <b>Science:</b> Erupting Colors	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllables</li> <li><b>Onset-Rime, Blending &amp; Segmentation: Identify same onset phonemes in a series of words (alliteration). R2.2</b></li> </ul>		
WORLD OF WONDERS UNIT 5 WEEK 3 Our Neighborhood					
BOOK TIME		MUSIC AND MOVEMENT		MATH	
Big Books: <i>One Is A Drummer</i>  Read Aloud Anthology: <i>The Voice In Rabbit's House</i>		Literacy Through Music: "I Wanna Be a Friend of Yours" Let's Play a Pattern: Allemande Tripla Let's Move: Going to St. Ives		Count Objects Count to 10 and beyond Shape/ Numeral review Subitizing	
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Delete Syllables Alphabet Recognition: Bb Print Awareness: Match Sentences High Frequency Words: big Little Reader: Big Ben		Mister Rogers: People Are Alike and Different(friends are alike and different) I Make Good Choices : Little Dog in Showing Respect Flip Chart: How Can I Solve Problems? Health and Safety/Fitness: Emergency Routines		Science: Learn about Insects and their attributes Identify and compare Insects Social Studies: Benefits of cleaning up a neighborhood	

HWT LETTER		MUSIC		MATH		SECOND STEP	
Mystery Game/ Corner Caps		Holidays and Winter Lesson 3 Rhythm		<ul style="list-style-type: none"> <li>Recite numbers in order to 20 with increasing accuracy (rote). (NS 1.1)</li> <li>Count up to 20 objects using one-to-one correspondence. (NS 1.4)</li> <li>Understand, when counting, that the number name of the last object counted represents the total number of objects in the group. (cardinality) (NS 1.5)</li> <li>Recognize and name the numerals 1-20. (NS 1.2)</li> <li><b>Compare two objects by weight directly (putting objects side by side) or indirectly (using a third object). (M 1.1)</b></li> <li><b>Recognize, duplicate, extend, and create patterns (AF 2.1, 2.2)</b></li> <li><b>Sort and classify objects by length or weight, into two or more groups, with increasing accuracy. (AF 1.1)</b></li> </ul>		<b>Unit 4:</b> Friendship Skills Problem Solving <b>Week 22:</b> Joining in with Play <b>Key Words:</b> Join in <b>Objective:</b> 1. Come up with lots of ideas for play 2. Identify positive ways to <b>Songs:</b> "The Joining Play Song" Track 25 <b>Brain Builder:</b> Play the Partner Patty Cake Walk.	
<b>READ ALOUD Apples For Everyone</b>							
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION		PRINT CONCEPTS				
<b>Print:</b> <i>Still Life With Apples and Pears</i> , 1891-92 Paul Cezanne  <b>Project:</b> Create a still life using oil pastel <b>Project:</b> Collaborative Fruit Bowl, students will contribute to a collaborative still life using oil pastels.	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2		Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2				
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3		VISUAL ART INTEGRATION		PHONOLOGICAL AWARENESS		
<b>W.1 Opinion</b> W.3 Narrative by responding to text or print.	crosswise, orchard, blossom, rot, limb		<b>Math:</b> Patterns, Apple Tasting Graph, Apples on a Tree, Weigh and Measure Apples <b>Science:</b> Apple Investigations		<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllables</li> <li><b>Onset-Rime, Blending &amp; Segmentation: Identify same onset phonemes in a series of words (alliteration) R2.2</b></li> </ul>		
<b>WORLD OF WONDERS UNIT 5 WEEK 4 Our Neighborhood</b>							
BOOK TIME		MUSIC AND MOVEMENT			MATH		
Big Books: Teacher's Choice  Read Aloud Anthology: <i>Anansi's Dinner Guest</i>		Literacy Through Music: "I Wanna Be A Friend of Yours " Let's Sing: Theme Favorites Let's Move: Going to St. Ives			Count to 10 and Beyond Find the Mistake Count and Move In Patterns Compare Numbers		
ALPHABET TIME		SOCIAL AND EMOTIONAL			SCIENCE/SOCIAL STUDIES		
Phonological Awareness: Review Alphabet Recognition: Ll Print Awareness: Review High Frequency Words: big Little Reader: My Big City		Mister Rogers: People are Alike and Different I Make Good Choices: Review Flip Chart: How do Friends Solve Problems? Health and Safety/Fitness: Review			Science: Describe how sounds are different Social Studies: Learn What A Police Office Does		

WEEK 27 Feb. 11- 15 2019		Feb. 11 Lincoln's Birthday		Visual Arts Theme 5: Food	
HWT LETTER	MUSIC	MATH	SECOND STEP		
C, O	Holidays and Winter Lesson 3 Rhythm	<ul style="list-style-type: none"> <li>Understand that adding one or taking away one changes the number in a small group of objects by exactly one. (NS 2.2)</li> <li>Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. (NS 2.3)</li> <li>Solve simple addition and subtraction problems with a small number of objects (sums up to 10), objects, drawing, fingers, acting out situations, or verbal explanations. (NS 2.4)</li> </ul>	<b>Unit 4:</b> Friendship Skills Problem Solving <b>Week 23:</b> Saying the Problem <b>Key Words:</b> Problem, words, safe <b>Objective:</b> 1. Demonstrate calming down and saying the problem 2. Use words to describe problems presented in scenarios <b>Songs:</b> "When You Have a Problem" Track 26 <b>Brain Builder:</b> Play the Partner Game		
<b>READ ALOUD</b> <u>How to Make an Apple Pie and See The World</u>					
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION		PRINT CONCEPTS		
<b>Print:</b> <i>Apples in a Hat</i> , 1891 Levi Wells Prentice  <b>Project:</b> Pick from VA integration	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS		
<b>W.1 Opinion</b> W.3 Narrative by responding to text or print.	ingredients, market, superb locate, elegant, bark, hitch charming, borrow, freshest spoil	Math: Leaf sorting, 10 Apples on Top	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllables</li> <li><b>Onset-Rime, Blending &amp; Segmentation: Produce initial sounds (onsets) R2.2</b></li> </ul>		
WORLD OF WONDERS UNIT 6 WEEK 1 Transportation					
BOOK TIME		MUSIC AND MOVEMENT		MATH	
Big Books: <i>The Bus for Us</i> <i>Good Night Good Night Construction Site</i>  Read Aloud Anthology: <i>Cinderella</i>		Literacy Through Music: "Humpty Dumpty" Let's Sing: "The Wheels on the Bus" Let's Move: "To Market"		Measure Count Forward and Backward Match Numerals to Amounts Compare amounts	
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Blend Syllables Alphabet Recognition: Kk Print Awareness: Match Letter-sounds High Frequency Words: go Little Reader: What Can Go?		Mister Rogers: Managing our Feelings (Going away, Coming back) I Can Control Myself: Relax, Rex! Flip Chart: How Can He Solve his problems? Health and Safety/Fitness: Fire Safety		Science: Recognize different types of weather and clothing you might wear  Social Studies: Different methods of Transportation	

WEEK 28 Feb. 18-22 2019		Feb. 18 Presidents' Day		Visual Arts Theme 5: Food	
<b>HWT LETTER</b>		<b>MUSIC</b>		<b>MATH</b>	
Q, G		Holidays and Winter Lesson 3 Rhythm		<ul style="list-style-type: none"> <li>• Understand that adding one or taking away one changes the number in a small group of objects by exactly one. (NS 2.2)</li> <li>• Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. (NS 2.3)</li> <li>• Solve simple addition and subtraction problems with a small number of objects (sums up to 10), objects, drawing, fingers, acting out situations, or verbal explanations. (NS 2.4)</li> </ul>	
<b>READ ALOUD</b> <u>Apples for Everyone</u>					
<b>ART/VA</b> <b>VA1.0, VA2.0, VA3.0</b>	<b>COMPREHENSION</b>	<b>PRINT CONCEPTS</b>			
<b>Print:</b> Fruit Displayed on a Stand, 1881-82 Gustav Caillebotte  <b>Project:</b> Pick from VA integration	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
<b>WRITING</b> <b>W1.1, W1.2, W1.3</b>	<b>VOCABULARY</b> <b>LS2.1, LS2.2, LS2.3</b>	<b>VISUAL ART</b> <b>INTEGRATION</b>	<b>PHONOLOGICAL AWARENESS</b>		
<b>W.1 Opinion</b> W.3 Narrative by responding to text or print.	orchard, rot, blossom	<b>Math:</b> Patterns, Apple Tasting Graph, Apples on a Tree, Weigh and Measure Apples <b>Science:</b> Apple Investigations	<ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Sentence Segmentation</li> <li>• Syllables</li> <li>• <b>Onset-Rime, Blending &amp; Segmentation: Produce initial sounds (onsets) R2.2</b></li> </ul>		
<b>WORLD OF WONDERS</b>		<b>UNIT 6 WEEK 2</b>		<b>Transportation</b>	
<b>BOOK TIME</b>		<b>MUSIC AND MOVEMENT</b>		<b>MATH</b>	
Big Books: <i>Alphabeep, A Zipping Zooming ABC</i>  Read Aloud Anthology: <i>Ride Away, Ride Away</i>		Literacy Through Music: "Humpty Dumpty" Let's Sing: " Engine, Engine, Number Nine" Let's Move: " To Market"		Measure Compare and Order Amounts Move in Patterns	
<b>ALPHABET TIME</b>		<b>SOCIAL AND EMOTIONAL</b>		<b>SCIENCE/SOCIAL STUDIES</b>	
Phonological Awareness: Delete Syllables Alphabet Recognition: Uu Print Awareness: Word Spaces High Frequency Words: go Little Reader: Go Up, Up, Up		Mister Rogers: Managing our Feelings (fast and slow, self- control) I Can Control Myself: Waiting for snow Flip Chart: What Should I Do? Health and Safety/Fitness: Transportation Safety		Science: Learn and compare different landforms Discuss motion & sounds of a bus Social studies: learn about vehicles and working vehicles	

**Unit 4:** Friendship Skills  
 Problem Solving  
**Week 24:** Thinking of Solutions  
**Key Words:** Solutions, ideas  
**Objective:**  
 1. Think of lots of solutions to a problem  
**Songs:** "When You Have a Problem" Track 27  
**Brain Builder:** Play the Partner Pause Game



WEEK 29 Feb. 25-Mar. 1 2019			Visual Arts Theme 5: Food	
HWT LETTER	MUSIC	MATH	SECOND STEP	
Review Magic C Letters	Holidays and Winter Lesson 3, Performance Task Rhythm	<ul style="list-style-type: none"> <li>Understand that adding one or taking away one changes the number in a small group of objects by exactly one. (NS 2.2)</li> <li>Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. (NS 2.3)</li> <li>Solve simple addition and subtraction problems with a small number of objects (sums up to 10), objects, drawing, fingers, acting out situations, or verbal explanations. (NS 2.4)</li> </ul>	<b>Unit 4:</b> Friendship Skills Problem Solving <b>Week 25:</b> Speaking Up Assertively <b>Key Words:</b> Respectful, assertive, speaking up, disrespectful <b>Objective:</b> <ol style="list-style-type: none"> <li>Demonstrate speaking up assertively in response to scenarios</li> </ol> <b>Songs:</b> "When You Have a Problem" Track 26 <b>Brain Builder:</b> Play your favorite Brain Builder	
READ ALOUD Teacher Choice				
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION		PRINT CONCEPTS	
<b>Print:</b> Revisit books and art prints from Art Theme 5	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2		
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS	
<b>W.1 Opinion</b> W.3 Narrative by responding to text or print.	Review vocabulary from Read Aloud and Art Theme 5	<b>Math:</b> Patterns, Apple Tasting Graph, Apples on a Tree, Weigh and Measure Apples <b>Science:</b> Apple Investigations	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllables</li> <li><b>Onset-Rime, Blending &amp; Segmentation: Blend onset and rime R2.2</b></li> </ul>	
WORLD OF WONDERS UNIT 6 WEEK 3 Transportation				
BOOK TIME	MUSIC AND MOVEMENT		MATH	
Big Books: <i>Toy Boat</i>  Read Aloud Anthology: <i>Mouse Deer Crosses the River</i>	Literacy Through Music: This is what I can do Let's Play a Pattern: "Jingle Bells" Let's Move:" Three men in A Tub "		Measure and Order Count forward and backward I'm thinking of a number Measure it	
ALPHABET TIME	SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Delete syllables Alphabet Recognition: Gg Print Awareness: Match sentences High Frequency Words: Where Little Reader: Where is my egg	Mister Rogers: Managing our Feelings (sad feelings) I Can control myself: Little dog in I can control myself Flip Chart: trying new things Health and Safety/Fitness: Pedestrian safety		Science: Water All around  Social Studies: Let's go!	

WEEK 30 Mar. 4-8 2019		March 4 Buyback		Visual Arts Theme 6: Weather	
<b>HWT LETTER</b>		<b>MUSIC</b>		<b>MATH</b>	
S		Life Science Lesson 1 Matching Pitch		<ul style="list-style-type: none"> <li>Understand that adding one or taking away one changes the number in a small group of objects by exactly one. (NS 2.2)</li> <li>Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. (NS 2.3)</li> <li>Solve simple addition and subtraction problems with a small number of objects (sums up to 10), objects, drawing, fingers, acting out situations, or verbal explanations. (NS 2.4)</li> </ul>	
<b>READ ALOUD <u>The Umbrella</u></b>					
<b>ART/VA</b> VA1.0, VA2.0, VA3.0		<b>COMPREHENSION</b>		<b>PRINT CONCEPTS</b>	
<b>Print:</b> <i>Paris, A Rainy Day</i> , 1877 Gustave Caillebotte <b>Project:</b> Create a mixed media (tissue collage and watercolor) work with texture. <b>Project:</b> Create a mixed media work using potato prints, oil pastels, and watercolor wash.		Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2		Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2	
<b>WRITING</b> W1.1, W1.2, W1.3		<b>VOCABULARY</b> LS2.1, LS2.2, LS2.3		<b>VISUAL ART INTEGRATION</b>	
<b>W.1 Opinion</b> W.3 Narrative by responding to text or print.		spotting, view, behind, prowling, arranging suddenly, tumbles		<b>Math:</b> Counting, nested circles <b>Science:</b> Hands on experiments with water	
<b>PHONOLOGICAL AWARENESS</b>					
<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllables</li> <li><b>Onset-Rime, Blending &amp; Segmentation: Blend onset and rime R2.2</b></li> </ul>					
<b>WORLD OF WONDERS UNIT 6 WEEK 4 Transportation</b>					
<b>BOOK TIME</b>		<b>MUSIC AND MOVEMENT</b>		<b>MATH</b>	
Big Books: Teachers Choice  Read Aloud Anthology: <i>The Three Billy Goats Gruff</i>		Literacy Through Music: This is what I Can Do Let's Sing: Theme Favorites Let's Move: "Three Men In A Tub"		Shapes and Patterns What's the Missing number? I Spy Shapes Count Forward and Backward	
<b>ALPHABET TIME</b>		<b>SOCIAL AND EMOTIONAL</b>		<b>SCIENCE/SOCIAL STUDIES</b>	
Phonological Awareness: Review Alphabet Recognition: Ww Print Awareness: Review High Frequency Words: Where Little Reader: Where Will We Go?		Mister Rogers: Managing our Feelings (Winning and Losing) I Can Control Myself: Review Flip Chart: How Do I Solve Problems? Health and Safety/Fitness: Review		Science: Investigate water  Social Studies: Fire Station Field Trip	

**Unit 5:** Transitioning to Kindergarten  
**Week 26:** Learning in Kindergarten  
**Key Words:** Kindergarten  
**Objective:**

- Demonstrate the Listening Rules
- Demonstrate focusing attention, listening, and using self-talk during an activity.

**Songs:** Skills for Learning Unit Songs(Track 1-7)  
**Brain Builder:** Games 1-3

WEEK 31 Mar. 11-15 2019		Winter Benchmark Due March 15 @ 4:00 pm		End of 3 <sup>rd</sup> Quarter		Visual Arts Theme 6: Weather	
<b>HWT LETTER</b>		<b>MUSIC</b>		<b>MATH</b>		<b>SECOND STEP</b>	
A		Life Science Lesson 1 Matching Pitch		<ul style="list-style-type: none"> <li>Understand that adding one or taking away one changes the number in a small group of objects by exactly one. (NS 2.2)</li> <li>Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. (NS 2.3)</li> <li>Solve simple addition and subtraction problems with a small number of objects (sums up to 10), objects, drawing, fingers, acting out situations, or verbal explanations. (NS 2.4)</li> </ul>		<b>Unit 5:</b> Transitioning to Kindergarten <b>Week 27:</b> Riding the Kindergarten Bus <b>Key Words:</b> Feeling, calm down, same, different <b>Objective:</b> <ol style="list-style-type: none"> <li>Identify the feelings learned in the Second Step program when presented with facial clues</li> <li>Demonstrate the calming Down Steps in response to scenarios.</li> </ol> <b>Songs:</b> Empathy and Emotion-Management Unit songs (Track 8-22) <b>Brain Builder:</b> Games (4-9)	
<b>READ ALOUD <u>The Umbrella</u></b>							
<b>ART/VA</b> <b>VA1.0, VA2.0, VA3.0</b>		<b>COMPREHENSION</b>		<b>PRINT CONCEPTS</b>			
<b>Print:</b> <i>The Umbrellas</i> , 1881-86 Pierre-Auguste Renoir <b>Project:</b> Create a mixed media (tissue collage and watercolor) work with texture. <b>Project:</b> Create a mixed media work using potato prints, oil pastels, and watercolor wash.		Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2		Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
<b>WRITING</b> <b>W1.1, W1.2, W1.3</b>		<b>VOCABULARY</b> <b>LS2.1, LS2.2, LS2.3</b>		<b>VISUAL ART INTEGRATION</b>		<b>PHONOLOGICAL AWARENESS</b>	
<b>W.1 Opinion</b> W.3 Narrative by responding to text or print.		prowling, blunders, proud suddenly, squabbling		<b>Math:</b> Counting, nested circles <b>Science:</b> Hands on experiments with water		<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllables</li> <li><b>Onset-Rime, Blending &amp; Segmentation: Segment onset and rime R2.2</b></li> </ul>	
<b>WORLD OF WONDERS UNIT 7 WEEK 1 Animals</b>							
<b>BOOK TIME</b>		<b>MUSIC AND MOVEMENT</b>				<b>MATH</b>	
Big Books: <i>Farms ABC</i>  Read Aloud Anthology: <i>The Three Little Pigs</i>		Literacy Through Music: "Chook, Chook., Chook" Let's Sing: "Old MacDonald Had A Farm" Let's Move: "Sweetly Sings The Donkey"				Word Problems Finger Play	
<b>ALPHABET TIME</b>		<b>SOCIAL AND EMOTIONAL</b>				<b>SCIENCE/SOCIAL STUDIES</b>	
Phonological Awareness: Blend Onset/Rime Alphabet Recognition: Xx Print Awareness: Match Letter Sound High Frequency Words: play Little Reader: What Can Fox Play?		Mister Rogers: Things Are Alike and Different (Big and Little) I Keep Trying: Don't Give Up Baby Bear Flip Chart: What Can I Do Next? Health and Safety/Fitness: Make Good Decisions				Science: Observing Animals  Social Studies: On the Farm	

HWT LETTER		MUSIC		MATH		SECOND STEP	
l, i, T, t		Life Science Lesson 1 Matching Pitch		<ul style="list-style-type: none"> <li>Understand that adding one or taking away one changes the number in a small group of objects by exactly one. (NS 2.2)</li> <li>Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. (NS 2.3)</li> <li>Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting. (concrete) (NS 2.4)</li> </ul>		<b>Unit 5:</b> Transitioning to Kindergarten <b>Week 28:</b> Making New Friends <b>Key Words:</b> play together, take turns, trade, fair, join in, invite <b>Objective:</b> 1. Demonstrate the Fair Ways to Play 2. Demonstrate inviting others to play and asking to join in play <b>Song:</b> Friendship Skills and Problem-Solving Unit Songs Tracks 23-27 <b>Brain Builder:</b> Brain Builder Games 10-12	
<b>READ ALOUD</b> <u>Red Sings from the Treetops</u>							
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION	PRINT CONCEPTS					
<b>Print:</b> <i>A Sunday Afternoon on the Island of La Grande Jatte</i> by Georges Seurat <b>Project:</b> Pointillism VA Art book	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2					
WRITING W1.1, W1.2, W1.3		VOCABULARY LS2.1, LS2.2, LS2.3		VISUAL ART INTEGRATION		PHONOLOGICAL AWARENESS	
<b>W.1 Opinion</b> W.3 Narrative by responding to text or print.		treetops, spring, summer, fall, winter, seasons, suddenly, hairless, rattling		Math: Counting. Nested Rings Science: Hands on experiments with water		<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllable Segmentation and Blending</li> <li><b>Onset-Rime, Blending &amp; Segmentation: Segment onset and rime R 2.2</b></li> </ul>	
WORLD OF WONDERS				UNIT 7 WEEK 2 Animals			
BOOK TIME		MUSIC AND MOVEMENT				MATH	
Big Books: <i>What Puppies Do Best</i>  Read Aloud Anthology: <i>Hey! Diddle, Diddle</i>		Literacy Through Music: "Chook, Chook, Chook" Let's Sing: "Bingo" Let's Move: Good day Song				Count Forward and Backward Length Word Problems Numeral cards	
ALPHABET TIME		SOCIAL AND EMOTIONAL				SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Blend Onset/Rime Alphabet Recognition: Vv Print Awareness: Letters in Print High Frequency Words: play Little Reader: The Vet		Mister Rogers: Things are Alike and Different (Same but different) I Keep Trying: Kayla's ride Flip Chart: How Can I Help? Health and Safety/Fitness: Healthcare professionals				Science: What Animals Need Grow and Change  Social Studies: Our Pets What Pets Need	

HWT LETTER		MUSIC		MATH		SECOND STEP	
J, j		Life Science Lesson 1, Performance Task Matching Pitch		<ul style="list-style-type: none"> <li>Understand that adding one or taking away one changes the number in a small group of objects by exactly one. (NS 2.2)</li> <li>Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. (NS 2.3)</li> <li>Solve simple addition and subtraction problems with a small number of objects (sums up to 10), objects, drawing, fingers, acting out situations, or verbal explanations. (NS 2.4)</li> </ul>		<b>Unit 4 : Friendship Skills and Problem Solving</b> <b>Week 19: Fair Ways to Play</b> <b>Key Words:</b> fair, taking turns, trading, playing together <b>Objective:</b> 1. Demonstrate asking to play together, trade or take turns when playing with another child 2. Demonstrate using Fair Ways to Play in everyday situations <b>Song:</b> "Playing Fairly" Track 23 <b>Brain Builder:</b> Mixed-Up Rules Game	
READ ALOUD Teacher Choice							
ART/VA VA1.0, VA2.0, VA3.0		COMPREHENSION		PRINT CONCEPTS			
Compare and contrast books and art prints from art theme 6		Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2		Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3		VOCABULARY LS2.1, LS2.2, LS2.3		VISUAL ART INTEGRATION		PHONOLOGICAL AWARENESS	
<b>W.1 Opinion</b> W.3 Narrative by responding to text or print.		Review vocabulary from read alouds and art theme 6		Math: Counting. Nested Rings Science: Hands on experiments with water		<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllable Segmentation and Blending</li> <li>Onset-Rime, Blending &amp; Segmentation</li> <li><b>Blending &amp; Segmenting Individual Phoneme: Isolate final phoneme (recognize) R 2.2</b></li> </ul>	
WORLD OF WONDERS UNIT 7 WEEK 3 Animals							
BOOK TIME		MUSIC AND MOVEMENT				MATH	
Big Books: <i>Hello, Hello</i>  Read Aloud Anthology: <i>Now Things Are worse</i>		Literacy Through Music: "1,2,3,4,5" Let's Sing: "Six Little Ducks" Let's Move: " Higgelty, Piggelty, Pop!"				Ordinal Numbers Addition	
ALPHABET TIME		SOCIAL AND EMOTIONAL				SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Delete Onset Alphabet Recognition: Jj Print Awareness: Letters from Numbers High Frequency Words: little Little Reader: Little Things		Mister Rogers: Things Are Alike and different (What's different at the zoo) I Keep trying: Little dog in Figure It Out Flip Chart: How Do I Solve a Problem? Health and Safety/Fitness: Communicating When Not Feeling Well				Science: What Are Reptiles? Fish  Social Studies: Where Animals Live	

HWT LETTER		MUSIC		MATH		SECOND STEP	
f		Life Science Lesson 2 Piggyback Songs		<ul style="list-style-type: none"> <li>Understand that adding one or taking away one changes the number in a small group of objects by exactly one. (NS 2.2)</li> <li>Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. (NS 2.3)</li> <li>Solve simple addition and subtraction problems with a small number of objects (sums up to 10), objects, drawing, fingers, acting out situations, or verbal explanations. (NS 2.4)</li> </ul>		<b>Unit 4:</b> Friendship Skills and Problem Solving <b>Week 20:</b> Having Fun with Friends <b>Key Words:</b> - None on card <b>Objective:</b> 1. Identify how they feel when other children do or do not play in fair ways 2. Name ways they have fun with their friends <b>Song:</b> "Playing Fairly" Track 23 <b>Brain Builder:</b> Mixed-Up Rules Game	
<b>READ ALOUD <u>The Artist Who Painted a Blue Horse</u></b>							
ART/VA VA1.0, VA2.0, VA3.0		COMPREHENSION		PRINT CONCEPTS			
<b>Print:</b> <i>Cows- Red, Green, Yellow</i> 1911 Franz Marc <b>Project:</b> Art-related Literature: <u>The Artist Who Painted a Blue Horse</u>		Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2		Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3		VOCABULARY LS2.1, LS2.2, LS2.3		VISUAL ART INTEGRATION		PHONOLOGICAL AWARENESS	
Review W.1 Opinion W.2 Explanatory/ Informative W.3 Narrative by responding to text or print.		horse, lion, cow, crocodile, rabbit, elephant, fox, polar bear, donkey		Math: Count the Cows, Tally Legs Science: Farm to Market ELA: "I Never Saw a Purple Cow" poem		<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllable Segmentation and Blending</li> <li>Onset-Rime, Blending &amp; Segmentation:</li> <li><b>Blending &amp; Segmenting Individual Phoneme: Isolate final phoneme (recognize) R 2.2</b></li> </ul>	
WORLD OF WONDERS				UNIT 7 WEEK 4		Animals	
BOOK TIME		MUSIC AND MOVEMENT				MATH	
Big Books: Teacher's Choice  Read Aloud Anthology: <i>The Lion and The Mouse</i>		Literacy Through Music: "1,2,3,4,5" Let's Sing: Review Theme Songs Let's Move: "Bell Horses"				Make Shapes Distinguish Shapes	
ALPHABET TIME		SOCIAL AND EMOTIONAL				SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Onset/Rime Alphabet Recognition: Qq Print Awareness: Recognize letters High Frequency Words: little Little Reader: Baby Animals		Mister Rogers: Things are Alike and different ( I'm Thinking of...) I Keep Trying: review Flip Chart: How Do I Sit in Class? Health and Safety/Fitness: Review				Science: Birds  Social Studies: Filed trip to a Farm	

WEEK 35 April 8-12 2019		Week 36 Spring Break April 15-19		Visual Arts Theme 7: Landscape	
HWT LETTER	MUSIC		MATH		SECOND STEP
e	Life Science Lesson 2 Piggyback Songs		<ul style="list-style-type: none"> <li>Understand that adding one or taking away one changes the number in a small group of objects by exactly one. (NS 2.2)</li> <li>Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. (NS 2.3)</li> <li>Solve simple addition and subtraction problems with a small number of objects (sums up to 10), objects, drawing, fingers, acting out situations, or verbal explanations. (NS 2.4)</li> <li><b>Identify a sphere and its attributes (G 1.1)</b></li> <li><b>Identify the position of objects in space using in/on/under, up/down, inside/outside, beside/between, in front /behind/next to, and above/below (G 1.3)</b></li> </ul>		<b>Unit 4:</b> Friendship Skills and Problem Solving <b>Week 21:</b> Inviting to Play <b>Key Words:</b> invite, inviting <b>Objective:</b> 1. Demonstrate how to use inviting language 2. Demonstrate inviting others to play during a game <b>Song:</b> "When We Play Together" Track 24 <b>Brain Builder:</b> Partner Patty-Cake Walk Game
READ ALOUD <u>Previously</u>					
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION	PRINT CONCEPTS			
<b>Print:</b> <i>Fall Plowing</i> (1931) Grant Wood <b>Project:</b> Grant Wood-like landscape	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS		
Review W.1 Opinion W.2 Explanatory/ Informative W.3 Narrative by responding to text or print.	hurtle, foreshadow, compare, contrast, swapped	Math: Count the Cows, Tally Legs Science: Farm to Market ELA: "I Never Saw a Purple Cow" poem	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllable Segmentation and Blending</li> <li>Onset-Rime, Blending &amp; Segmentation)</li> <li><b>Blending &amp; Segmenting Individual Phoneme: Blend phonemes in CVC words R 2.2</b></li> </ul>		
WORLD OF WONDERS		UNIT 8 WEEK 1		Nature	
BOOK TIME		MUSIC AND MOVEMENT		MATH	
Big Books: <i>Spring is Here</i>  Read Aloud Anthology: <i>Jack and the Beanstalk</i>		Literacy Through Music: "Twinkle, Twinkle, little star" Let's Sing: " Rain, rain, Go Away" Let's Move: " Sally, Go "Round the Sun"		3-D Shapes Distinguish Shapes	
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Blend Onset/Rime Alphabet Recognition: Yy Print Awareness: Match Letter-sound High Frequency Words: what Little Reader:		Mister Rogers: Look How You're Growing (Growing takes time) I have Feelings Too: What if? Flip Chart: What happens in our Classroom? Health and Safety/Fitness: Sun Safety		Science: Plant parts All kinds of flowers Social Studies: Understand Globes	

WEEK 37 April 22-26 2019		Visual Arts Theme 7: Landscape			
HWT LETTER	MUSIC		MATH	SECOND STEP	
d	Life Science Lesson 2 Piggyback Songs		<ul style="list-style-type: none"> <li>Understand that adding one or taking away one changes the number in a small group of objects by exactly one. (NS 2.2)</li> <li>Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. (NS 2.3)</li> <li>Solve simple addition and subtraction problems with a small number of objects (sums up to 10), objects, drawing, fingers, acting out situations, or verbal explanations. (NS 2.4)</li> <li><b>Identify a cube and its attributes (G 1.1)</b></li> <li><b>Identify the position of objects in space using in/on/under, up/down, inside/outside, beside/between, in front/behind/next to, and above/below (G 1.3)</b></li> </ul>	<b>Unit 4:</b> Friendship Skills and Problem Solving <b>Week 22:</b> Joining in With Play <b>Key Words:</b> join in <b>Objective:</b> 1. Come up with lots of ideas for play 2. Invite positive ways to join in <b>Song:</b> "The Joining Play Song" Track 25 <b>Brain Builder:</b> Partner Patty-Cake Walk Game	
<b>READ ALOUD Teacher Choice</b>					
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION	PRINT CONCEPTS			
<b>Print:</b> <i>A Wheat Field With Cypress</i> (1889) Vincent van Gogh <b>Project:</b> Create a mixed medium landscape emphasizing texture	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS		
Review W.1 Opinion W.2 Explanatory/ Informative W.3 Narrative by responding to text or print.		Math: Count the Cows, Tally Legs Science: Farm to Market ELA: "I Never Saw a Purple Cow" poem	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllable Segmentation and Blending</li> <li>Onset-Rime, Blending &amp; Segmentation</li> <li><b>Blending &amp; Segmenting Individual Phonemes: Blend phonemes in CVC words–R 2.2</b></li> </ul>		
WORLD OF WONDERS UNIT 8 WEEK 2 Nature					
BOOK TIME		MUSIC AND MOVEMENT		MATH	
Big Books: <i>Are Trees Alive?</i>  Read Aloud Anthology: <i>Mary, Mary, Quite Contrary</i>		Literacy Through Music: "Twinkle, twinkle, Little Star" Let's Sing: "Hop, Hop, Hop" Let's Move: "Sally Go 'Round the Sun"		Addition Word Problems Compare Numbers Listen and Count	
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Delete Onset Alphabet Recognition: Zz Print Awareness: Directionality High Frequency Words: what Little Reader: What Can I Do		Mister Rogers: Look How You're Growing (giving up old things) I Have Feelings too: Bear Is Not Scared Flip Chart: Making Fair Choices Health and Safety/Fitness: Helping the Environment		Science: What's Under our Feet? How Is Soil Used?  Social Studies: Animal's habitats	



**WEEK 38 April 29- May 3 2019**

**Visual Arts Theme 7: Landscape**

HWT LETTER		MUSIC		MATH		SECOND STEP	
b		Life Science Lesson 2, Performance Task Piggyback Songs		<ul style="list-style-type: none"> <li>Understand that adding one or taking away one changes the number in a small group of objects by exactly one. (NS 2.2)</li> <li>Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. (NS 2.3)</li> <li>Solve simple addition and subtraction problems with a small number of objects (sums up to 10), objects, drawing, fingers, acting out situations, or verbal explanations. (NS 2.4)</li> <li><b>Identify a cone and its attributes (G 1.1)</b></li> <li><b>Identify the position of objects in space using in/on/under, up/down, inside/outside, beside/between, in front/behind/next to, and above/below (G 1.3)</b></li> </ul>		<p><b>Unit 4:</b> Friendship Skills and Problem Solving <b>Week 23:</b> Saying the Problem <b>Key Words:</b> problem, words, safe <b>Objective:</b></p> <ol style="list-style-type: none"> <li>Demonstrate calming down and saying the problem</li> <li>Use words to describe problems presented in scenarios</li> </ol> <p><b>Song:</b> "When You Have a Problem" Track 26 <b>Brain Builder:</b> Partner Pause Game</p>	
<b>READ ALOUD</b> Teacher Choice							
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION	PRINT CONCEPTS					
Compare and contrast books and art prints from art theme 7	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2					
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION		PHONOLOGICAL AWARENESS			
Review W.1 Opinion W.2 Explanatory/ Informative W.3 Narrative by responding to text or print.	Review vocabulary from read aloud and art theme 7	Review integration lessons from the Visual Arts Curriculum and read aloud lesson plans.		<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllable Segmentation and Blending</li> <li>Onset-Rime, Blending &amp; Segmentation</li> <li><b>Blending &amp; Segmenting Individual Phonemes: Blend phonemes in CVC words R 2.2</b></li> </ul>			
BOOK TIME		MUSIC AND MOVEMENT		MATH			
Big Books: <i>What Makes The Seasons?</i> Read Aloud Anthology: <i>Grandmother Spider Brings The Sun</i>		Literacy Through Music: "The Mulberry Bush" Let's Play a Pattern: "Muss I den" Let's Move: "Yankee Doodle"		Addition Word Problems Addition and subtraction			
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES			
Phonological Awareness: Initial Sounds Alphabet Recognition: ABC review Print Awareness: Text Forms/Functions High Frequency Words: you Little Reader: Let's Clean up		Mister Rogers: Look How You're Growing ( It Takes Practice) I Have Feelings too: Little dog in I have Feelings too Flip Chart: How Can I Show good teamwork? Health and Safety/Fitness: Safety In weather		Science: Seasons  Social Studies: Comparing weather In Different Places			

WEEK 39 May 6-10 2019			Visual Arts Theme 8: Plants		
HWT LETTER	MUSIC	MATH	SECOND STEP		
r	Life Science Lesson 3 Making Melody	<ul style="list-style-type: none"> <li>Understand that adding one or taking away one changes the number in a small group of objects by exactly one. (NS 2.2)</li> <li>Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. (NS 2.3)</li> <li>Solve simple addition and subtraction problems with a small number of objects (sums up to 10), objects, drawing, fingers, acting out situations, or verbal explanations. (NS 2.4)</li> <li>Identify a cylinder and its attributes (G 1.1)</li> <li>Identify the position of objects in space using in/on/under, up/down, inside/outside, beside/between, in front/behind/next to, and above/below (G1.3)</li> </ul>	<b>Unit 4:</b> Friendship Skills and Problem Solving <b>Week 24:</b> Thinking of Solutions <b>Key Words:</b> solutions, ideas <b>Objective:</b> 1. Think of lots of solutions to a problem <b>Song:</b> "When You Have a Problem" Track 27 <b>Brain Builder:</b> Partner Pause Game		
<b>READ ALOUD</b> <u>My Name is Georgia</u>					
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION				PRINT CONCEPTS
<b>Print:</b> <i>Poppy, 1927</i> Georgia O'Keefe <b>Project:</b> Students will create a painted 3-D poppy.	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2			
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS		
Review W.1 Opinion W.2 Explanatory/ Informative W.3 Narrative by responding to text or print.	satisfied, sashes, still life, discovered, bundled, faraway, distance, bloomed, dawn, dusk	<b>Math:</b> Flower patterns, measure length, count, one to one matching <b>Science:</b> Color mixing, food paints, values, study frogs	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllable Segmentation and Blending</li> <li>Onset-Rime, Blending &amp; Segmentation</li> <li><b>Blending &amp; Segmenting Individual Phonemes: Blend phonemes in CVC words R 2.2</b></li> </ul>		
WORLD OF WONDERS			UNIT 8 WEEK 4	Nature	
BOOK TIME		MUSIC AND MOVEMENT		MATH	
Big Books: Teacher's choice  Read Aloud Anthology: <i>The Foolish Timid Rabbit</i>		Literacy Through Music: "The Mulberry Bush" Let's Sing: Theme favorites Let's Move: "Yankee Doodle"		Review: Shapes/patterns Counting to 30 Numerals & Addition/subtraction	
ALPHABET TIME		SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES	
Phonological Awareness: Review Alphabet Recognition: ABC review Print Awareness: Review High Frequency Words: you Little Reader: We like Bugs		Mister Rogers: Look How You're Growing (My inside self) I Have Feelings Too: Review Flip Chart: How Do I Act in class Health and Safety/Fitness: Review		Science: Taking Care of Earth  Social Studies: Zoo Field Trip	

WEEK 40 May 13-17 2019			Visual Arts Theme 8: Plants			
<b>HWT LETTER</b>	<b>MUSIC</b>		<b>MATH</b>	<b>SECOND STEP</b>		
a, g	Life Science Lesson 3 Making Melody		<ul style="list-style-type: none"> <li>Understand that adding one or taking away one changes the number in a small group of objects by exactly one. (NS 2.2)</li> <li>Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. (NS 2.3)</li> <li>Solve simple addition and subtraction problems with a small number of objects (sums up to 10), objects, drawing, fingers, acting out situations, or verbal explanations. (NS 2.4)</li> <li>Identify a pyramid and its attributes (G1.1)</li> <li>Identify the position of objects in space using in/on/under, up/down, inside/outside, beside/between, in front/behind/next to, and above/below (G1.3)</li> </ul>	<b>Unit 4:</b> Thinking of Solutions <b>Week 25:</b> Speaking Up Assertively <b>Key Words:</b> respectful, assertive, speaking up, disrespectful <b>Objective:</b> 1. Demonstrate speaking up assertively in response to scenarios <b>Song:</b> "When You Have a Problem" Track 26 <b>Brain Builder:</b> Play your favorite Brain Builder Game		
<b>READ ALOUD</b> <u>Diego Rivera: His World and Ours</u>						
<b>ART/VA</b> <b>VA1.0, VA2.0, VA3.0</b>	<b>COMPREHENSION</b>	<b>PRINT CONCEPTS</b>				
<b>Print:</b> <i>El Vendedor de Alcatrazes, 1941</i>  <b>Project:</b> Each child makes a calla lily to put into a basket on a bulletin board.	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2				
<b>WRITING</b> <b>W1.1, W1.2, W1.3</b>	<b>VOCABULARY</b> <b>LS2.1, LS2.2, LS2.3</b>	<b>VISUAL ART INTEGRATION</b>	<b>PHONOLOGICAL AWARENESS</b>			
Review W.1 Opinion W.2 Explanatory/ Informative W.3 Narrative by responding to text or print.	biography, mural, realistic, history, vendor, customs, passionate	<b>Math:</b> Flower patterns, measure length, count, one to one matching <b>Science:</b> Color mixing, food paints, values, study frogs	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllable Segmentation and Blending</li> <li>Onset-Rime, Blending &amp; Segmentation</li> <li><b>Blending &amp; Segmenting Individual Phonemes: Blend phonemes in CVC words R 2.2</b></li> </ul>			
<b>WORLD OF WONDERS</b>			<b>UNIT 9 WEEK 1</b>			
<b>BOOK TIME</b>			<b>MATH</b>			
Big Books: <i>Dr. Seuss' ABC</i> Read Aloud Anthology: <i>The Tortoise and the Hare</i>			Literacy Through Music: "Teddy Bear" Let's Sing: "Mi Cuerpo" Let's Move: "Jack Be Nimble"			
<b>ALPHABET TIME</b>			<b>SCIENCE/SOCIAL STUDIES</b>			
Phonological Awareness: Syllables Alphabet Recognition: Review ABC's Print Awareness: Sentences High Frequency Words: with Little Reader: Will You Go With Me?			Science: Motion & Energy, How things move Social Studies: Growing Up/ What Our Bodies Need			

WEEK 41 May 20-24 2019			Visual Arts Theme 8: Plants
HWT LETTER	MUSIC	MATH	SECOND STEP
q	Life Science Lesson 3 Making Melody	<ul style="list-style-type: none"> <li>REVIEW</li> </ul>	<b>Unit 5:</b> Transitioning to Kindergarten <b>Week 26:</b> Learning in Kindergarten <b>Key Words:</b> kindergarten <b>Objective:</b> <ol style="list-style-type: none"> <li>Demonstrate the Listening Rules</li> <li>Demonstrate focusing attention, listening, and using self-talk during an activity</li> </ol> <b>Song:</b> Sing the Skills for Learning Unit songs” Tracks 1-7 <b>Brain Builder:</b> Play Brain Builder Games 1-3
<b>READ ALOUD</b> <u>Where is the Frog</u>			
ART/VA VA1.0, VA2.0, VA3.0	COMPREHENSION	PRINT CONCEPTS	
<b>Print:</b> <i>Bridge Over a Pool of Water Lilies</i> , 1899 Claude Monet  <b>Project:</b> Students will create mixed media works starting with watercolor and completing work with oil pastels	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2	
WRITING W1.1, W1.2, W1.3	VOCABULARY LS2.1, LS2.2, LS2.3	VISUAL ART INTEGRATION	PHONOLOGICAL AWARENESS
Review W.1 Opinion W.2 Explanatory/ Informative W.3 Narrative by responding to text or print.	vanishes, admires, reflections, wriggling, exhausted, portrait, taunt, masterpiece	<b>Math:</b> Flower patterns, measure length, count, one to one matching <b>Science:</b> Color mixing, food paints, values, study frogs	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllable Segmentation and Blending</li> <li>Onset-Rime, Blending &amp; Segmentation</li> <li><b>Blending &amp; Segmenting Individual Phonemes: Blend phonemes in CVC words R 2.2</b></li> </ul>
<b>WORLD OF WONDERS                      UNIT 9 WEEK 2                      Ready for Kindergarten</b>			
BOOK TIME	MUSIC AND MOVEMENT		MATH
Big Books: <i>I Know A Lot Of Things</i>  Read Aloud Anthology: <i>The Turtle and the Flute</i>	Literacy Through Music: “Teddy Bear” Let’s Sing: “ Gogo” Let’s Move: “Minuet II”		Review and Assess
ALPHABET TIME	SOCIAL AND EMOTIONAL		SCIENCE/SOCIAL STUDIES
Phonological Awareness: Syllables Alphabet Recognition: Review ABC’s Print Awareness: Sentences High Frequency Words: with Little Reader: Will You Go With Me?	Mister Rogers: New Experiences Social-Emotional Read Alouds: Review Flip Chart:Review Health and Safety/Fitness: Review		Science: Motion & Energy Energy and electricity Social Studies: Growing up/ Exercise is fun

WEEK 42 May 27-May 31		Spring Benchmark Due June 3	May 27 Memorial Day	Visual Arts Theme 8: Plants
<b>HWT LETTER</b>	<b>MUSIC</b>		<b>MATH</b>	<b>SECOND STEP</b>
m, n	Life Science Lesson 3, Performance Task Making Melody		<ul style="list-style-type: none"> <li>REVIEW</li> </ul>	<b>Unit 5:</b> Transitioning to Kindergarten <b>Week 27:</b> Making new friends in Kindergarten <b>Key Words:</b> Play together, take turns, fair, join in, invite <b>Objective:</b> <ol style="list-style-type: none"> <li>Demonstrate fair ways to play.</li> <li>Demonstrate inviting others to play.</li> </ol> <b>Song:</b> Sing the Friendship Skills and problem-Solving songs” Tracks 23-27 <b>Brain Builder:</b> Play Brain Builder Games 10-12
<b>READ ALOUD</b> Teacher Choice				
<b>ART/VA</b> <b>VA1.0, VA2.0, VA3.0</b>	<b>COMPREHENSION</b>	<b>PRINT CONCEPTS</b>		
Teacher Choice	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1  Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2	Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1  Understand that print is something that is read and has specific meaning. R1.2		
<b>WRITING</b> <b>W1.1, W1.2, W1.3</b>	<b>VOCABULARY</b> <b>LS2.1, LS2.2, LS2.3</b>	<b>VISUAL ART</b> <b>INTEGRATION</b>	<b>PHONOLOGICAL AWARENESS</b>	
Review W.1 Opinion W.2 Explanatory/ Informative W.3 Narrative by responding to text or print.	Teacher Choice	Teacher Choice	<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllable Segmentation and Blending</li> <li>Onset-Rime, Blending &amp; Segmentation</li> <li><b>Blending &amp; Segmenting Individual Phonemes: Blend phonemes in CVC words R 2.2</b></li> </ul>	
<b>WORLD OF WONDERS</b>				
<b>BOOK TIME</b>		<b>MUSIC AND MOVEMENT</b>		<b>MATH</b>
:				
<b>ALPHABET TIME</b>		<b>SOCIAL AND EMOTIONAL</b>		<b>SCIENCE/SOCIAL STUDIES</b>
		:		

WEEK 43 June 3-6		Spring Benchmark Due June 3 @ 4:00pm		End of 4th Quarter	
<b>HWT LETTER</b>		<b>MUSIC</b>		<b>MATH</b>	
h, k		Review		<ul style="list-style-type: none"> <li>REVIEW</li> </ul>	
<b>READ ALOUD Teacher Choice</b>					
<b>ART/VA</b>		<b>COMPREHENSION</b>		<b>PRINT CONCEPTS</b>	
<b>VA1.0, VA2.0, VA3.0</b>					
Teacher Choice		<p>Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. R4.1</p> <p>Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. R4.2</p>		<p>Display appropriate book-handling behaviors and knowledge of print conventions (book orientation, turns pages on at a time, track print left to right, top to bottom). R 1.1</p> <p>Understand that print is something that is read and has specific meaning. R1.2</p>	
<b>WRITING</b>		<b>VOCABULARY</b>		<b>VISUAL ART</b>	
<b>W1.1, W1.2, W1.3</b>		<b>LS2.1, LS2.2, LS2.3</b>		<b>INTEGRATION</b>	
Review W.1 Opinion W.2 Explanatory/ Informative W.3 Narrative by responding to text or print.		Teacher Choice		Teacher Choice	
<ul style="list-style-type: none"> <li>Rhyming</li> <li>Sentence Segmentation</li> <li>Syllable Segmentation and Blending</li> <li>Onset-Rime, Blending &amp; Segmentation</li> <li><b>Blending &amp; Segmenting Individual Phonemes: Blend phonemes in CVC words R 2.2</b></li> </ul>					
<b>WORLD OF WONDERS</b>					
<b>BOOK TIME</b>		<b>MUSIC AND MOVEMENT</b>			<b>MATH</b>
<b>ALPHABET TIME</b>		<b>SOCIAL AND EMOTIONAL</b>			<b>SCIENCE/SOCIAL STUDIES</b>

Reinforce all skills