



# Scope and Sequence





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### Ready to *ADVANCE*<sup>™</sup> Scope and Sequence

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Week	Social and Emotional Learning	Language/Communication	Emergent Literacy: Reading				Emergent Literacy: Writing	Mathematics	Science and Health	Social Studies	Fine Arts	Physical Development	Technology
1	Discuss how to handle classroom materials Introduce the line up, bathroom, handwashing, and Put Away Belongings routines	Introduce American Sign Language: <i>look, listen, wait, line up, bathroom, sit, please, thank you</i> Practice taking turns, listening, and greeting Ask and answer yes/no questions	<b>Concepts of Print</b> Introduce and identify parts of a book: front/back, top/bottom Model book handling and identify title	<b>Phonological Awareness</b>	<b>Sound-Symbol Relationships</b>	<b>Comprehension</b> Read story and use Concept Cards to review body parts Review school routines and relate to book Identify details and describe pictures	<b>Prewriting: Letter Formation</b>	<b>Shared Writing</b> Complete puzzles Model how to stack/unstack blocks safely Introduce concepts of big and little Introduce the concept of things going together Introduce how to make a row Sort objects into groups	Introduce personal hygiene routines (using tissues and covering cough) Introduce environmental sounds Introduce the concepts of loud and soft Identify sounds and feelings	Discuss how children have the same body parts but they may look different	Draw freely	Name body parts and identify ways parts work together to help us move Follow directions to bend, stretch, and exercise, maintaining balance and moving safely	Play Move to the Music
2	Use puppets to model how to ask to use something or ask for help from an adult Role-play appropriate ways to express feelings Discuss things that make children feel happy	Review taking turns speaking and listening Review asking for help, sharing materials, and using <i>please</i> and <i>thank you</i> Introduce ASL signs <i>help, pay attention, quiet</i>	<b>Concepts of Print</b> Review print concepts	<b>Phonological Awareness</b>	<b>Sound-Symbol Relationships</b>	<b>Comprehension</b> Find details in story that describe setting and characters Read story; use illustrations to discuss story and make inferences Use Retelling Cards to discuss story	<b>Prewriting: Letter Formation</b> Introduce prewriting stroke Up and around; practice using finger paint Practice folding and tearing paper	<b>Shared Writing</b> Introduce concept of round; circle and oval shapes Introduce concepts of same and different Introduce left and right Identify first, next, and last	Review loud/soft sounds Play Simon Says to review left and body parts Introduce color red Name and describe objects		Practice sponge painting Use glue stick to affix torn paper pieces to make a design Sort and string beads Trace circle shapes (lids)	Review left/right body parts and movement by playing the Hokey Pokey Practice moving in different ways	Use technology to show ways to move
3	Use names to greet and compliment others Use puppets to role-play the difference between asking a friend to play or share something, and telling a friend what to do	Introduce ASL sign <i>stop</i> Review ASL signs Review taking turns talking and listening	<b>Concepts of Print</b> Review print concepts	<b>Phonological Awareness</b> Segment sentences	<b>Sound-Symbol Relationships</b>	<b>Comprehension</b> Review using body parts to gather information Practice describing textures Introduce Hear-See-Say-Do routine Use Concept Cards to review vocabulary and big ideas	<b>Prewriting: Letter Formation</b> Review prewriting stroke Up and around Tear and glue paper Practice using Up and around to make circles and ovals in shaving cream	<b>Shared Writing</b> Introduce concept of more Review circle and oval Introduce patterns; build ABAB patterns Identify items by size, shape, color Introduce numbers 1 and 2; counting on routine	Introduce sense of sight, hearing, touch, smell, taste; discuss safety Identify tastes (sweet, sour, and salty) Introduce color blue Make a water xylophone	Discuss foods children like and dislike Vote for favorite taste (sweet or salty)	Draw round shapes	Play music and children describe how the music makes them feel Practice making sound and movement patterns	Use technology to play sounds from musical instruments to illustrate sense of hearing
Review	Discuss feelings and how they can change over time Discuss body language and expressions	Model introducing self by name	<b>Concepts of Print</b> Review parts of a book: front/back, top/bottom Review book handling and identify title/author	<b>Phonological Awareness</b>	<b>Sound-Symbol Relationships</b>	<b>Comprehension</b> Read story; use illustrations to discuss story and make inferences Find details in story that describe setting and characters	<b>Prewriting: Letter Formation</b> Practice using Up and around with red finger paint	<b>Shared Writing</b> Make a row; compare to find out same/equal Compare big/little Review concept of same/different Sort cereal pieces by round/not round Count on to 2	Review sense of sight, hearing, touch, smell, taste Use senses to learn about various objects and describe them				

Week	Social and Emotional Learning	Language/Communication	Emergent Literacy: Reading			Emergent Literacy: Writing	Mathematics	Science and Health	Social Studies	Fine Arts	Physical Development	Technology			
1	Review ways to ask for help Role-play and discuss appropriate ways to show feelings: happy, sad, mad Express preferences for activities and relate to feelings	Teach how to listen for important words in a sentence Discuss voice changes between sentences and questions Identify differences between sentences and questions	<b>Concepts of Print</b> Review roles of author and illustrator Use cover illustration to make inferences	<b>Phonological Awareness</b> Review how to segment sentences that have 3–5 words	<b>Sound-Symbol Relationships</b>  	<b>Comprehension</b> Answer yes/no questions Conduct a picture walk and read aloud Identify key details and describe pictures	<b>Prewriting: Letter Formation</b> Use stroke one: Up and around to make circles and ovals Complete first directed drawing: Simple Happy Face		<b>Shared Writing</b> Review Counting On to 3, matching numbers and number words Sort by color and size Make and extend patterns Review <i>more/less</i>	Introduce yellow Discuss ways families care for one another and ways families travel	Discuss roles and responsibilities of family members Discuss similarities and differences in places families choose to live Discuss ways families travel to/from their homes	Use technology to play music that features different rhythmic patterns Discuss how different types of music make us feel	Play Move to the Beat to practice balance and safe movement Play Beanbag Pass to practice coordination	Use technology to discuss how homes are similar and different and to explore different places people choose to live	
2	Express preferences and compliment others' drawings Share increasing classroom responsibilities Share about family members, homes, and non-school activities	Identify sentences and questions Take turns asking and answering yes/no questions related to preferences Identify pronouns <i>I, you, and it</i>	<b>Concepts of Print</b> Review title, author, and illustrator Use illustration on cover to make inferences Identify location words	<b>Phonological Awareness</b>  	<b>Sound-Symbol Relationships</b> Explain that sounds and letters go together Introduce /m/ and letter <b>m</b>	<b>Comprehension</b> Use Retelling Cards to sequence story events and identify favorite part of story, making personal connections Relate pronouns to characters	<b>Prewriting: Letter Formation</b> Introduce stroke two: Touch, pull down Complete directed drawing: Complex Happy Face		<b>Shared Writing</b> Dictate and illustrate a story about traveling with family or friends	Use linking cubes to review <i>more/less</i> and <i>same/equal</i> Review position/location words by following directions	Experiment with colors Mix blue and yellow to make green Compare objects to determine which is smaller or bigger	Discuss places families go and activities families do together	Continue exploring different rhythmic patterns in music	Play Simon Says to review position words and left/right movements	Use technology to identify green objects in real world
3	Discuss ways to cooperate and show respect to others Review rules for participating in collaborative conversations using hand puppets	Practice asking and answering questions using question words: <i>who, where, what, and how</i> Practice personal and possessive pronouns in oral discussion Identify plural nouns	<b>Concepts of Print</b> Review difference in letters and numbers Review characteristics of sentences and questions Introduce concept of high-frequency words	<b>Phonological Awareness</b> Segment sentences that have 3–5 words Practice identifying words that begin with /m/ and /a/	<b>Sound-Symbol Relationships</b> Review /m/ and letter <b>m</b> Introduce /a/ and letter <b>a</b> , using ASL hand signs	<b>Comprehension</b> Use Concept Cards to establish concept of life cycle and identify age-related changes and activities	<b>Prewriting: Letter Formation</b> Practice strokes one and two using paint and paintbrushes Complete directed drawing: Simple Baby		<b>Shared Writing</b> Dictate a character description or story related to baby drawing	Introduce 4, and practice counting up to 4 items Measure and compare lengths and heights of objects using hands to compare (longer/shorter and tall/taller)	Review personal hygiene routines Develop awareness about ways body parts change as we grow Discuss basic needs of people (food/water, air, shelter, clothing)	Discuss life cycle and how people's body parts and activities change as they grow from baby to child to adult Review and sort common household items	Finger paint on art paper, mixing yellow and blue to make green Create designs and share work Use hand puppets in role-play activities	Navigate obstacle courses Use hand puppets Play outdoor games to practice following directions and coordination	Use technology to educate about safe practices around household cleaners and to compare lengths and heights of objects
Review	Review family roles and responsibilities Use facial expressions and role-play to show emotions: happy, sad, mad, tired, sleepy Review appropriate ways to express feelings Share how different family activities make children feel	Take turns talking and listening in collaborative conversations Practice using personal and possessive pronouns in oral discussion	<b>Concepts of Print</b> Use T-chart to evaluate characteristics and classify previously read texts Review how illustrations help clarify text and reveal characters' feelings	<b>Phonological Awareness</b> Identify words that begin with /m/ and /a/	<b>Sound-Symbol Relationships</b> Review /m/ and letter <b>m</b> and /a/ and letter <b>a</b>	<b>Comprehension</b> Compare stories and informational texts Compare two texts and complete T-chart Make personal connections with texts by discussing family activities	<b>Prewriting: Letter Formation</b> Review strokes one and two Review using strokes to make shapes and combine shapes to make objects Repeat directed drawing of Simple Baby or add details to Complex Happy Face to resemble family member		<b>Shared Writing</b> Draw face of chosen family member and dictate story about that family member Share stories and practice giving compliments about others' work	Review Counting On to 4 Sort and compare by two attributes Compare rows using <i>more/less</i> and <i>same/equal</i>	Experiment with colors Mix blue and yellow to make green Compare lengths and heights using informal measurement (hands) Practice creating and extending patterns	Review roles and responsibilities of family members and how each family is unique Discuss family preferences for homes, travel, and activities			



Week	Social and Emotional Learning	Language/Communication	Emergent Literacy: Reading				Emergent Literacy: Writing	Mathematics	Science and Health	Social Studies	Fine Arts	Physical Development	Technology		
1	Examine facial expressions and make inferences about feelings Describe and role-play ways to help others Discuss feelings when you help others Share preferences for weekend activities	Introduce plural nouns Use compound words and role-play meaning of sentence Describe daily routines done in morning or night, using time words	<b>Concepts of Print</b> Discuss how an author and illustrator work together Review print concepts: title and author's name/role Identify the book's purpose	<b>Phonological Awareness</b> Introduce compound words Identify words with similar ending sounds Practice listening for and identifying rhyming words	<b>Sound-Symbol Relationships</b> Review sounds /m/, /a/ and lowercase letters <b>m, a</b> Introduce sound /s/ and lowercase letter <b>s</b>	<b>Comprehension</b> Discuss concepts related to big cities or small towns Identify similarities and differences in neighborhoods Identify and discuss characters, setting, and events	<b>Prewriting: Letter Formation</b> Introduce prewriting stroke Touch, push over Model/discuss steps of directed drawing: Flower Complete directed drawing: Flower		<b>Shared Writing</b> Dictate a sentence to describe flower drawings	Introduce rectangle; discuss attributes Introduce near/far Introduce calendar; concepts of today, yesterday, tomorrow Count and compare rows of 1–4 objects	Introduce the color orange Sort by colors: red, blue, yellow, green Review mixing blue and yellow to make green; red and yellow to make orange	Discuss jobs that help others in communities Role-play community jobs Discuss taking care of public spaces	Practice folding, tearing, tracing, and gluing paper Draw homes using prewriting strokes and shapes Use prewriting strokes to draw circles, ovals, and rectangles	Review prewriting strokes using arms and legs Play Near and Far using beanbags	
	Discuss birthdays; model how to say one's birthday in a sentence	Read book; point out high-frequency words <i>here, is, a</i> Begin collaborative conversation about neighborhoods and communities and where people live, work, play	<b>Concepts of Print</b> Identify author/illustrator names and roles Review that words are put together to make a sentence that tells about something	<b>Phonological Awareness</b> Review rhyming words using word family /at/ Review compound words Segment and count syllables Listen for beginning/ending sounds; plural nouns	<b>Sound-Symbol Relationships</b> Review sounds /m/, /a/, /s/, /t/ and match with lowercase letters <b>m, a, s, t</b>	<b>Comprehension</b> Introduce concepts: harvest, festival, fall season Identify setting, characters, events Discuss ways characters help others Use illustrations to make inferences	<b>Prewriting: Letter Formation</b> Combine shapes to draw a wagon Practice strokes Up and around; Touch, pull down; and Touch, push over Form lowercase letters in air: <b>m, t</b> Complete directed drawing: Bear		<b>Shared Writing</b> Use a calendar to mark special dates	Combine strokes to form a rectangle Compare using big, bigger, tall, taller, small, smaller Sort by color and shape; count to tell how many Form rows; count to determine more, less, same or equal	Introduce purple Introduce food groups (breakfast, lunch, dinner) Discuss healthy eating, exercise, sleep habits Identify fruits that taste sweet, sour, crunchy, soft; identify textures	Share stories about family celebrations Vote on favorite foods	Paint with watercolors, mixing paints to create new colors Sponge paint to develop fine motor skills Tear and glue colored paper	Count orally 1–4, match to a numeral and jump in the air Experiment with movement (bigger/smaller, taller/shorter, long/longer)	Use technology to show pictures of various neighborhoods; make comparisons Use technology to show pictures and play clips featuring different instruments
3	Review the importance of following a plan to complete a task Take turns sharing stories and complimenting others	Review the difference in asking a question or using a sentence Listen for the words <i>we, are</i> in the book	<b>Concepts of Print</b> Identify title and author's name Discuss cover illustration	<b>Phonological Awareness</b> Review segmenting syllables orally Make sentences with real and nonsense, similar-sounding words Recognize beginning sound in words	<b>Sound-Symbol Relationships</b> Review sounds /m/, /a/, /s/, /t/ and lowercase letters <b>m, a, s, t</b> Introduce /i/ and match with letter <b>i</b>	<b>Comprehension</b> Use illustrations to make inferences Discuss healthy foods Discuss healthy habits; washing bodies, and brushing teeth Discuss importance of toothpaste and dentists	<b>Prewriting: Letter Formation</b> Form letters <b>m, t, i</b> in the air Begin directed drawing: Robot Review and discuss steps of directed drawing: Robot		<b>Shared Writing</b> Demonstrate how people can use a calendar and mark days that they exercise Record and share stories about robots	Introduce square Draw a rectangle and a square in the air using strokes Sort/classify shapes by 2 attributes Follow directions using position and location words Count 1–5 objects; match with numeral	Choose healthy pretend foods; create meals Discuss food labels Introduce the color brown Talk about the weather yesterday and today Discuss safety habits for eating hot foods	Review how people use calendars to record special events and monitor passage of time	Mix paints to make brown Discuss how to make the brown color lighter or darker	Dance to music to increase heart rate Climb, crawl over/under, walk sideways, and backward through obstacle course Perform stretching exercises that practice balance and coordination	Use technology to show food groups; discuss food groups Use technology to show ways to exercise Check the weather and temperature outside either using technology or a thermometer
	<b>Review</b>	Complete sentence frames for class book Discuss finished artwork and planning process	<b>Concepts of Print</b> Compare cover illustrations; review that books can be written for different purposes	<b>Phonological Awareness</b> Listen for beginning and medial sounds in words	<b>Sound-Symbol Relationships</b> Review sounds /s/, /t/, and /i/	<b>Comprehension</b> Compare a fiction and nonfiction book Discuss healthy habits	<b>Prewriting: Letter Formation</b> Complete directed drawing chosen by class vote		<b>Shared Writing</b> Dictate a sentence or story about directed drawing Dictate complete sentences for class book	Count 1–5 objects; match with numeral Review shapes	Discuss purpose of recycling and how to recycle Sort recyclable materials Review colors and mix colors	Vote for favorite directed drawing	Sponge paint shapes to make a design Paint shapes with mixed paint colors	Use technology to identify shapes in the real world	

Week	Social and Emotional Learning	Language/Communication	Emergent Literacy: Reading			Emergent Literacy: Writing	Mathematics	Science and Health	Social Studies	Fine Arts	Physical Development	Technology			
1	Name ways to serve others by completing jobs at school and at home Share drawings and make positive comments	Discuss roles of community workers Identify plural nouns Discuss ways that healthcare providers work together Review difference between statements and questions	<b>Concepts of Print</b> Review print concepts Discuss differences in photographs and illustrations	<b>Phonological Awareness</b> Segment syllables Sort words with same beginning sound Combine Picture Word Cards to form compound words	<b>Sound-Symbol Relationships</b> Introduce /f/, lowercase letter f, and ASL sign Identify high-frequency words <i>you, can, see, who, works, at</i>	<b>Comprehension</b> Identify ways people cooperate and complete jobs that benefit the community Discuss importance of service jobs Discuss family members who are community helpers	<b>Prewriting: Letter Formation</b> Prewriting: teach Slant left and Slant right Complete the directed drawing: House		<b>Shared Writing</b>	Introduce the shape: triangle Trace a triangle using prewriting strokes Make groups of 1–5 Draw a square using prewriting strokes Slant left, Slant right and connect corners	Identify ways to practice fire safety and respond in an emergency Practice fire drill Explain information to give when calling 911 Introduce color <i>white</i>	Explain concept of consumer Identify places to buy things or receive services Discuss how people pay for things Discuss difference between wants and needs	Glue precut shapes to form houses Create noisemakers Mix colored paint with white; discuss lighter shades Show van Gogh paintings and discuss colors and shade of color	Use arms to make strokes Slant left, Slant right in the air Make a triangle on the ground using body parts	Discuss ways that technology can be used to locate people in emergencies Use technology to show how people locate places in the community Use technology to show environmental print and warnings
2	Identify main character's feelings Discuss characters' expressions	Listen and look for HFWs <i>I, like, my</i> Review difference between a phrase and a complete sentence Use sentence frames to practice complete sentences	<b>Concepts of Print</b> Introduce story, names and roles of author and illustrator Identify that book is make-believe Describe the setting and characters	<b>Phonological Awareness</b> Identify words in story that begin with the sound /f/	<b>Sound-Symbol Relationships</b> Introduce sound /n/, letter n, ASL hand sign Review sound /f/ and letter f	<b>Comprehension</b> Identify problem; make inferences about how problem will be solved Use Retelling Cards to discuss sequence of events Discuss features of a poem that differ from those of a book	<b>Prewriting: Letter Formation</b> Use prewriting strokes, repeat chants, and combine small shapes to make a larger shape Form lowercase letters in the air <i>t, i, a, s, n</i>		<b>Shared Writing</b> Use a chart to describe actions taken to solve problem in story	Identify numeral 6, number word six Sort blocks, create sets of 1–6 shapes Introduce heart shape Demonstrate how to rotate shapes Introduce using the word <i>set</i> to name a group of objects	Discuss the importance of wearing shoes that protect your feet Review primary/secondary colors Mix paints to create secondary colors Introduce the color and color word <i>pink</i>	Tell how community helpers make the community a safe and better place to live Talk about the ways people work, earn money, and buy things they need and want and participate as consumers	Illustrate a poem Use colored chalk to review strokes and shapes, then draw a picture	Play charades, acting out roles and responsibilities of community helpers Manipulate modeling clay	Review ways to use technology in an emergency
3	Discuss characters' feelings Role-play ways to show gratitude when you solve a problem Discuss feelings and ways to show kindness and empathy	Use Retelling Cards to retell the story Identify naming words	<b>Concepts of Print</b> Discuss text features and punctuation using poster Introduce story, names of the author and illustrator	<b>Phonological Awareness</b> Introduce onset/rime using the word family /at/ Discuss naming/action words from story Segment and blend syllables of words from story	<b>Sound-Symbol Relationships</b> Review consonant letter sounds /m/, /s/, /t/, /f/, /n/ and vowels /a/, /i/ Introduce sound /o/, lowercase letter o, and ASL sign	<b>Comprehension</b> Make inferences about book topic Read story; describe the setting, characters, and problem	<b>Prewriting: Letter Formation</b> Complete directed drawing: Fall Tree		<b>Shared Writing</b> Make a chart to discuss weather changes during the seasons Create a flowchart to describe how the characters solved their problem Add details and dictate a sentence about drawing	Model how to solve addition word problems using sets and counting to find out how many Make, describe, and compare sets Compare heavy and light items	Name/describe 4 seasons; discuss changes in weather and sky Identify foods grown and harvested in fall Discuss how animals grow thicker fur in winter Introduce color black Introduce migration and hibernation	Describe clothing worn in cooler weather	Create sponge paint trees Model how to use prewriting strokes and handprints to make fall trees with paint Paint gray clouds	Review importance of exercise Identify changes that people make in the fall related to exercising and participating in outdoor activities	Use technology to reveal ways animals prepare for cooler weather
Review	Take turns sharing drawings and sentences or stories Express preferences	Use photographs/pictures to tell a personal story	<b>Concepts of Print</b> Compare text features (cover, images) Review colors in environmental print	<b>Phonological Awareness</b> Use sentence frames to complete sentences	<b>Sound-Symbol Relationships</b> Identify high-frequency words <i>I, see, the</i>	<b>Comprehension</b> Conduct picture walk Identify differences between story and informational text Review vocabulary	<b>Prewriting: Letter Formation</b> Complete directed drawing: Fire Truck		<b>Shared Writing</b> Write sentences about changes in fall Record sentences or stories about fire truck drawings	Sort and classify fall items Examine and compare seeds Make rows of seeds; solve simple addition problems Identify shapes Review life cycle of apple	Discuss changes from summer to fall Discuss purpose/types of thermometers Investigate and test water temperatures Review correlation between weight and size	Discuss clothing choices for cooler weather Review definition of <i>consumer</i>			Review how to check the weather and temperature using technology: cell phones, computer, and television Use technology to show fall fruits and vegetables



Week	Social and Emotional Learning	Language/Communication	Emergent Literacy: Reading			Emergent Literacy: Writing	Mathematics	Science and Health	Social Studies	Fine Arts	Physical Development	Technology	
1	Discuss emotions shown by characters Discuss characteristics of a friend; role-play how to be a friend Explain how friends help us solve problems Engage in collaborative conversation about social rules	Discuss naming/action words Connect pronouns to a person/object Point out plural nouns Review voice changes when asking a question	<b>Concepts of Print</b> Identify names/roles of author and illustrator	<b>Phonological Awareness</b> Segment words into syllables Segment and blend 2–3 syllable words	<b>Sound-Symbol Relationships</b> Introduce letter <b>p</b> , sound /p/, ASL hand sign Review sounds and letters <b>m, a, s, t, n, f</b>	<b>Comprehension</b> Make inferences about a topic Identify/describe ways that families celebrate traditions Point out high-frequency words: <i>what, do, you, see</i> Discuss the problem/solution	<b>Prewriting: Letter Formation</b> Repeat chants; form letters in the air using prewriting strokes Complete directed drawing: Celebration Cake	<b>Shared Writing</b> Complete sentence starter: <i>Once upon a time, when it was my birthday, I ____.</i> Have children draw pictures to illustrate their stories Create a class book	Introduce the star shape; describe attributes; make a star pattern Introduce numerals 6 and 7; count six and seven objects; count 1–7 or higher Explore concepts of full and half full	Discuss safe food handling Discuss fireworks; explain safe practices Introduce solids and liquids; compare by investigating water and rocks Measure temperature of ice water over time	Discuss how families celebrate birthdays Identify and discuss local, state, and national celebrations Identify and describe state symbols; flags	Combine shapes to make artworks showing winter activities; describe creations Count orally to 6 while stretching and exercising Sing songs and role-play corresponding actions	Use technology to identify stars Research parades/celebrations; state/national symbols Research water properties; snowflakes; mountains in summer
2	Discuss unique ways that cultures celebrate	Introduce the word <i>piñata</i> Practice asking/answering questions in complete sentences Identify voices changes for sentences/questions	<b>Concepts of Print</b> Identify names/roles of author and illustrator Identify that a book is nonfiction	<b>Phonological Awareness</b> Introduce onset rimes using the word family /an/ Use the sentence frame <i>I can ____.</i> Segment and blend syllables in words	<b>Sound-Symbol Relationships</b> Introduce sound /k/; goes with letters <b>c</b> and <b>k</b> and with ASL hand signs	<b>Comprehension</b> Identify setting/characters Ask/answer questions requiring thinking/reasoning Create Story Path; use Retelling Cards Compare two books	<b>Prewriting: Letter Formation</b> Begin directed drawing: Snowman Form letters <b>c</b> and <b>k</b> in air using prewriting strokes Make letters using modeling clay	<b>Shared Writing</b> Draw a picture and tell a story about special days or events; create a class book	Review the number 7 Introduce the diamond shape; identify shape attributes Make and describe shape patterns using modeling clay	Identify food groups; sort pictures of food Discuss healthy food choices Use rebus recipe for making modeling clay	Use voting to identify favorite foods in each food group Discuss the process of voting and its importance Discuss costumes and uniforms	Make puzzles from paper plates Make musical shakers using paper plates and beans Practice counting 1–7 with movements Sing songs and role-play corresponding actions Use technology to show cultural celebration dances; perform the movements	Use technology to research piñatas Use technology to create a page with sentence frame: <i>I can ____.</i>
3	Work collaboratively to complete a task (sorting shoes and making rows) Express preferences for reading fiction or nonfiction books	Describe photographs, activities, and experiences in winter Identify naming/action/describing words; talk about winter clothing/food Combine multiple ideas in a sentence	<b>Concepts of Print</b> Identify a book as informational Describe details in illustrations on the cover and title page Identify similarities and differences in text features	<b>Phonological Awareness</b> Blend and segment multisyllable words Combine words to create sentences	<b>Sound-Symbol Relationships</b> Introduce sound, /l/, letter <b>l</b> , ASL hand sign Play alphabet beanbag toss to review letters/sounds	<b>Comprehension</b> Identify winter concepts; define shelter Use pocket chart and HFW Cards to create sentences Discuss author's purpose Compare two books	<b>Prewriting: Letter Formation</b> Use prewriting strokes to form letters in shaving cream Complete directed drawing: Penguin	<b>Shared Writing</b> Make comparisons; record on chart Create class story about building a snowman, using sequence words Dictate story about a penguin	Introduce hexagon; count 6 sides/corners Review numerals/number words, 1–7 Compare shape attributes; create Shape Grid Find shapes in the classroom, using location words	Use globe/flashlight to explain turn of Earth Create healthy snack following rebus recipe Discuss a weather forecast Discuss water properties; ice, snow, glaciers	Share ways that families are the same and different in winter Vote on names for a snowman	Use paint to practice prewriting strokes Use paint to make a handprint, then decorate with markers and ribbon Count orally 1–7, stepping forward and backward Use clothing to manipulate fasteners Sing songs and role-play corresponding actions	Search for information about properties of water Use technology to create a newsletter that summarizes main ideas about changes in winter
Review	Plan mural; work together on small tasks to complete a larger task Discuss ways to show empathy and assist friends	Listen for high-frequency words Complete sentence frames	<b>Concepts of Print</b> Compare images in two books Discuss author's purpose for writing Describe text features of poems that differ from those in books	<b>Phonological Awareness</b> Produce beginning sounds Adjust voice to match describing words in a poem Identify rhyming words in a poem	<b>Sound-Symbol Relationships</b> Review sounds /p/, /k/, /l/ and letters <b>p, c, k, l</b>	<b>Comprehension</b> Compare two books to see how they are the same or different Discuss winter concepts Identify setting and characters, problem/solution, sequence of events	<b>Prewriting: Letter Formation</b> Use prewriting strokes to make shapes and draw objects for a mural	<b>Shared Writing</b> List ideas for mural drawing	Follow a rebus recipe for spreading butter/honey on bread Identify ordinal numbers	Describe tastes and textures of food Feel and describe vibrations of vocal chords Conduct experiment to show that air takes up space Examine and compare eggs Experiment with mixtures that react	Discuss winter clothing items, role-play participating in activities	Use technology to research murals; penguins Watch video of eggs hatching	

Week	Social and Emotional Learning	Language/Communication	Emergent Literacy: Reading				Emergent Literacy: Writing	Mathematics	Science and Health	Social Studies	Fine Arts	Physical Development	Technology	
1	Share about personal experiences with animals Share stories about solving problems Discuss how helping others solves problems Share work and make positive comments about others' work	Describe animals in riddles Expand vocabulary using text and illustrations Describe how to breathe, drink, eat, and move	<b>Concepts of Print</b> Identify title, names of author/illustrator, define roles Point out the purpose of thought bubbles Identify text features that show book provides information	<b>Phonological Awareness</b> Blend onset-rime in word families: /an/, /un/, /it/ Sound out and blend CVC words	<b>Sound-Symbol Relationships</b> Introduce letter <b>u</b> and sound /u/; sound out words with medial /u/ Review previously taught sounds and letters	<b>Comprehension</b> Use HEAR-SEE-SAY-DO routine to introduce concept of nonliving things Identify story parts/structure; create a story web Identify problem; make inferences Describe pictures; tell how they help identify the problem	<b>Prewriting: Letter Formation</b> Cut lines on paper Complete directed drawing: Me Complete directed drawing: Whole-Body Shape	<b>Shared Writing</b> Use sentence frames to dictate complete sentences Explore shape constancy by turning, sliding, and flipping shapes Introduce greater than/less than Solve addition word problems with sums 7 or less Complete Venn diagram to compare plants and animals	Compare living and nonliving objects Identify plants as living things; explain that plants make own food; animals do not Introduce water cycle Identify ways people provide shelter and care for pets and plants in cold/hot weather	Discuss caring for the environment so people and animals have clean air, water, and food	Reenact stories using puppets; make up conversations and stories using puppets Paint pictures of animals or other creations	Role-play animal movements; different ways animals and people rest Stretch and move to music	Use technology to show pictures of living and nonliving things Use technology to show how people shelter animals Use technology to view polluted habitats Use technology to research animal facts	
2	Describe characters' emotions; share about feeling lonely Share personal experiences of similar feelings/emotions as character Have a collaborative conversation about feelings	Connect pronouns with antecedents Identify naming, action, and describing words Complete sentence frames Identify high-frequency words and plural nouns	<b>Concepts of Print</b> Identify names of author/illustrator and describe roles Locate uppercase letters and ending punctuation Match lowercase/uppercase letters	<b>Phonological Awareness</b> Listen for /b/ at beginning and end of words	<b>Sound-Symbol Relationships</b> Introduce letter <b>b</b> and letter sound /b/	<b>Comprehension</b> Identify problem in story; make predictions Identify sequence of events using ordinal words Draw/label graphic organizer that illustrates story parts	<b>Prewriting: Letter Formation</b> Create lion using prewriting strokes and by cutting paper Complete directed drawing: Dog and directed drawing: Bear	<b>Shared Writing</b> Create chart using shape attributes Draw and label animal picture Describe plan to complete directed drawing; dictate a story/sentence about a bear	Discuss different types of animals and characteristics Introduce concept of camouflage Investigate worms by hands-on observation		Make letters with modeling clay Trace shape templates with chalk and then fill in with prewriting strokes Create shape animals using paper shapes or by tracing shapes	Listen and follow directions that include prepositional phrases and location words Stretch and move to music	Use technology to show and discuss reptiles View camouflage using technology Use technology to show pictures of amphibians	
3	Discuss how unique features make people and animals special Discuss ways to express gratitude; role-play Draw picture to thank parents; dictate sentence	Identify words used for various baby mammals Identify high-frequency words and plural nouns Identify naming, action, and describing words	<b>Concepts of Print</b> Identify periods and question marks Identify uppercase letters	<b>Phonological Awareness</b> Blend onset-rime in word families: /an/, /un/, /it/, /op/, /ot/ Identify words beginning with /h/	<b>Sound-Symbol Relationships</b> Introduce sound, /h/, letter <b>h</b> Create VC and CVC words using previously taught phonemes; make silly sentences	<b>Comprehension</b> Introduce mammals; identify characteristics and life cycle Review big ideas using Concept Cards Use graphic organizer to identify story elements	<b>Prewriting: Letter Formation</b> Practice forming letters Review prewriting strokes and chants Use strokes to make letters in air and with shaving cream	<b>Shared Writing</b> Identify where various animals live; create chart; draw conclusions from chart data Complete shared writing thanking caregivers Tell a story about a picture; form Class Book	Count 1–8, match numeral to quantity, make rows Compare/identify sets with greater than, less than, or same/equal quantities Use shapes and numerals to create word problems for addition; use plus and equal signs	Compare mammals and reptiles using Venn diagram Compare cat and human skeletons Use technology/book to show colors/patterns in animals; express preferences Discuss unique characteristics of birds	Discuss ways people care for their pets' needs	Make a zebra using strokes, cutting paper, and glueing paper strips Use modeling clay to make a bird's nest; pinch clay to make eggs	Pretend to go on a bear hunt Role-play moving like an animal	Review bones and muscles using technology Use technology to research/compare habitats; show mammal babies Use technology to view birds, bird habitats, and feathers; listen to sound clips of birds
Review	Discuss book preferences Share drawings and express preferences	Complete sentence frames	<b>Concepts of Print</b> Compare author roles and purposes Match lowercase and uppercase letters	<b>Phonological Awareness</b> Identify beginning sounds	<b>Sound-Symbol Relationships</b> Match letter sounds to letters	<b>Comprehension</b> Identify story elements; create a new ending Answer questions using text evidence	<b>Prewriting: Letter Formation</b> Make a cat face using prewriting strokes Use strokes to draw favorite animal	<b>Shared Writing</b> Record predictions for cup stacking	Rank animals by size Practice balancing, stacking, and counting objects Use rebus recipe to measure and mix ingredients to make bubble solution	Compare mammals and offspring Review characteristics of mammals, reptiles, and birds Match animals to habitats		Draw a picture to show new story ending Use paint to create paw prints		Use technology to compare paw prints of cats and dogs



Week	Social and Emotional Learning	Language/Communication	Emergent Literacy: Reading				Emergent Literacy: Writing	Mathematics	Science and Health	Social Studies	Fine Arts	Physical Development	Technology	
1	Discuss places to go with family and friends Share drawings/stories, make positive comments	Identify regular and irregular plural nouns Form compound words; delete a word Combine more than one idea in a sentence; combine two sentences	<b>Concepts of Print</b> Identify title and author Identify environmental print Match lowercase and uppercase letters Point out text features in travel brochures	<b>Phonological Awareness</b> Blend phonemes using onsets and rimes: /an/, /it/, /un/, /ot/, /op/	<b>Sound-Symbol Relationships</b> Introduce sound /e/, letter e, ASL sign Produce individual sounds that go with letters	<b>Comprehension</b> Introduce and describe ways people travel (on land, through air, and on water) Discuss the concept of the past Compare texts	<b>Prewriting: Letter Formation</b> Complete directed drawing: Truck	<b>Shared Writing</b> Discuss which road is longer, curvy or straight; chart predictions Add details, dictate story about traveling in truck	Introduce shape: octagon Create/count sets using 1–8 objects Follow rebus recipe to make Traffic Light Snack Introduce capacity: empty, full, and half-full	Discuss engines Explain weight; compare light and heavy boxes Introduce how weight affects motion and speed Show how magnets work; use magnets to attract vehicles	Review concept of the past; how photographs look different	Draw picture of a place children like to go	Toss beanbag to land on circles Move across room by crawling, hopping, skipping, etc.	Use technology to show an engine; vehicle being built Examine and compare cargo vehicles using technology
	Share stories about feeling afraid Share stories about traveling to visit family Discuss how most problems can be solved, sometimes with help from others Discuss being grateful for things you have	Identify personal and possessive pronouns and references Locate verbs that are past tense Describe objects in illustrations using synonyms and shades of meaning	<b>Concepts of Print</b> Identify names/roles of author, illustrator and title Discuss quotation marks	<b>Phonological Awareness</b> Listen for words that begin with the sound /r/ Blend onsets and rimes /en/ and /et/	<b>Sound-Symbol Relationships</b> Introduce sound /r/, letter r, and ASL sign for r	<b>Comprehension</b> Describe setting and characters Summarize story events and make predictions Discuss make-believe stories; contrast possible with impossible Explain why story is make-believe, not real	<b>Prewriting: Letter Formation</b> Complete directed drawing: Airplane Print lowercase and uppercase letters							
3	Share how families use technology to locate places or access directions or a map Discuss how people have unique opinions Express preferences of machinery	Combine more than one idea in a sentence Identify high-frequency words	<b>Concepts of Print</b> Identify author; make inferences Clarify vocabulary using photographs Match lowercase and uppercase letters	<b>Phonological Awareness</b> Recite the ABCs Listen for words beginning with /d/ Segment vocabulary words	<b>Sound-Symbol Relationships</b> Introduce letter d and sound /d/	<b>Comprehension</b> Introduce Earth as place where people, animals, plants live/grow Discuss how people travel on water Compare construction vehicles to other vehicles; discuss special features	<b>Prewriting: Letter Formation</b> Finger paint letters Print letters Complete directed drawing: School Bus	<b>Shared Writing</b> Write sentences to describe vehicles Create shared writing about traveling on school bus Make up story about bus travels	Explain how wheels roll Experiment with speed and motion using cars/ramps Compare road surfaces Identify numerals 1–9 and make sets Demonstrate propulsion	Use globe to introduce Earth; show land and water Examine Earth's materials: dirt, rocks, grass Introduce concepts of <i>float</i> and <i>sink</i> Experiment with air affecting boats in water	Compare globe to map; find state you live in Identify land types, ways people travel on land Vote on favorite places to visit or way to travel Brainstorm problems for story and vote on favorite	Tear paper to make a dump truck, glue onto paper Decorate mural with car wheels dipped in paint; attach previous drawings	Demonstrate traveling: walk, skip, gallop, hop Discuss how holding something heavy makes movement more difficult Move to music and role-play activities	Use technology to show vehicles with wheels Discuss car and truck engines using technology Learn about boats and ships using technology Explain how GPS helps guide people to different locations
	Describe preferences of where they want to go, why they want to visit, and how they prefer to travel	Discuss transportation methods Describe steps to plan a trip	<b>Concepts of Print</b> Identify traffic signs	<b>Phonological Awareness</b>	<b>Sound-Symbol Relationships</b>	<b>Comprehension</b> Compare past and present vehicles Search for important details in text	<b>Prewriting: Letter Formation</b> Trace shape templates							
Review														

Week	Social and Emotional Learning	Language/Communication	Emergent Literacy: Reading				Emergent Literacy: Writing	Mathematics	Science and Health	Social Studies	Fine Arts	Physical Development	Technology
1	Share favorite experiences with family members Listen to others' comments; use their words in a response	Discuss similar needs of living things Describe how plants are similar/different Review pronouns Listen to others' ideas and combine in a response Recite ABCs while making ASL signs	<b>Concepts of Print</b> Identify uppercase letters/periods Identify author, illustrator, title	<b>Phonological Awareness</b> Create onsets and rime (e.g., -an, -ap, -at, -it, -ot, -ip, -et) by changing beginning sounds Delete a syllable from a 2-syllable word	<b>Sound-Symbol Relationships</b> Introduce the letter g, sound /g/ and the ASL sign Create onsets and rime using magnetic letters	<b>Comprehension</b> Discuss plant needs; parts of a plant Use illustrations to discuss how plants make food Use Concept Cards to identify main ideas Review story parts	<b>Prewriting: Letter Formation</b> Form letters in the air, then on art trays Form letters in finger paint: o, a, c, s, d, e, f, g Begin directed drawing: Butterfly	<b>Shared Writing</b> Retell the sequence of events and create an illustrated sequence chart to represent story events Add details to drawings and dictate a sentence or a story about butterflies	Introduce numeral 10, number word ten Clap and orally count 1–15, or up to 20 Create number line; discuss what comes before/after a numeral Add sets by creating a row and using counting on	Examine plant; review parts of plant Conduct experiment to show how plants absorb water Examine/describe soil, rocks; discuss safe practices Introduce water cycle Describe/compare seeds	Examine leaves and make leaf imprints using crayons and newsprint Illustrate the stages of the butterfly life cycle	Use movements while walking on a line	Use technology to show landscapes in various seasons Use technology to show how insects hatch and become adults, and how a seed sprouts and grows
2	Share paintings and descriptions, complimenting the work of others Role-play and share favorite activities during the daytime and nighttime	Review similarities/differences between sentence (statement) and question Use time words in conversation about past/future events Introduce high-frequency words: have, and, were, from	<b>Concepts of Print</b> Identify uppercase letters; punctuation at end of sentences Identify poster text features that differ from a book	<b>Phonological Awareness</b> Recognize words with target beginning/ending sound Identify differences in words using onset and rime Play a sound/letter game using rhyme	<b>Sound-Symbol Relationships</b> Introduce letter sound /v/ and ASL sign Use letters to create CVC words in word families Identify letters in first names using index cards	<b>Comprehension</b> Identify narrator, pronouns and characters they represent; make inferences Use describing words to identify story parts Discuss main problem in story; consider alternate endings to story	<b>Prewriting: Letter Formation</b> Print letters: o, a, c, s, d, e, f, g, l, b, k Use prewriting strokes to print letters of first name Begin directed drawing: Apple Tree	<b>Shared Writing</b> Plant beans in cups; Record observations in a chart Monitor, discuss, record changes to beans; record data in chart	Set up and solve simple addition problems Count orally 1–20; make sets of 1–5 Name parts of clock Compare/contrast digital, analog clocks Use globe, flashlight to introduce daytime/nighttime	Introduce shadows; discuss how light from sun affects people, animals, and plants Demonstrate how heat changes solids to liquids Review sun safety to protect skin and eyes	Vote for favorite fruits using a 4-column chart Paint landscapes Make sunbeams extending from the sun; glue seeds to art paper	Demonstrate being a seed that sprouts and grows	View video showing how seed sprouts and grows into plant Use technology to view landscapes, reviewing how plants grow based on rainfall, sunlight, heat Use technology to show how fruit is harvested
3	Use puppets to demonstrate how to listen, take turns talking, and repeat speaker's words Practice conversation exchanges	Discuss vocabulary and pronouns Ask and answer questions from text Recite ABCs	<b>Concepts of Print</b> Introduce book, identify title, author Identify author's purpose Match lowercase and uppercase letters Manipulate puzzle sentences Compare text features	<b>Phonological Awareness</b> Identify letter sound /j/ in words	<b>Sound-Symbol Relationships</b> Introduce letter sound /j/ and letter j Sound and spell out CVC words	<b>Comprehension</b> Make inferences about topic Discuss scientists who study weather, clouds, stars Read trade book about Earth's sky and/or scientists and astronauts Use Concept Cards to discuss big ideas	<b>Prewriting: Letter Formation</b> Print lowercase and uppercase letters Form letters in salt trays	<b>Shared Writing</b> Write a story together about planting and caring for a seed using ordinal words by writing on chart paper and having children illustrate	Copy sound patterns to count orally 1–5 Identify numerals on a number line Sort recyclable items into groups Use ruler and measuring tape to measure objects conceptually Use rebus recipe to make healthy snack	Use globe, flashlight to simulate sun shining on Earth Review water cycle Investigate mixture of water and oil Conduct investigation using oil, water, soap Define electricity; discuss safety measures	Draw a picture of Earth Cut along lines with scissors	Use bodies to make shapes Role-play riding in a rocket	Discuss Earth's surfaces using technology Use technology to show recycling plants; clouds; star patterns Use technology to research astronauts
Review	Share work and compliment others' artwork	Identify/relate pronouns Discuss life-cycle; share about how children have grown and changed	<b>Concepts of Print</b> Identify author's purpose	<b>Phonological Awareness</b> Identify letter sounds Identify beginning sounds in words	<b>Sound-Symbol Relationships</b> Match letter sounds to corresponding uppercase and lowercase letters	<b>Comprehension</b> Compare two texts Identify setting, characters; retell story using ordinal words Compare and contrast photographs	<b>Prewriting: Letter Formation</b> Review uppercase and lowercase letter strokes	<b>Shared Writing</b> Create a story walk and have children add illustrations Dictate sentences about mural Create class book with dictated sentences	Sort beans into sets; make rows Solve simple addition word problems Divide sets equally	Review plants' basic needs Review water cycle	Create a mural by drawing objects Draw pictures using strokes and shapes Glue seeds to make a mosaic	Act out the water cycle	Use technology to play nature sounds



Week	Social and Emotional Learning	Language/Communication	Emergent Literacy: Reading			Emergent Literacy: Writing	Mathematics	Science and Health	Social Studies	Fine Arts	Physical Development	Technology			
1	Review that everyone has unique opinions; importance of respecting them Discuss meaning of <i>cooperate</i> Role-play asking permission to use other people's things Make inferences about characters' emotions	Share stories of visiting farms, orchards, factories, or supermarkets Discuss daytime and nighttime activities; review concept of routines	<b>Concepts of Print</b> Read book, identify title, author, and illustrator Match lowercase and uppercase letters Discuss text features of books and posters	<b>Phonological Awareness</b> Introduce vocabulary words, segment syllables Segment and blend CVC words Review beginning and ending letter sounds	<b>Sound-Symbol Relationships</b> Introduce sound, /z/, letters <b>zZ</b> , and ASL sign	<b>Comprehension</b> Discuss foods grown on farms; job of farmers Identify farm animals, foods from farms Use text to find answers to questions Discuss problem, make inferences/connections	<b>Prewriting: Letter Formation</b> Print lowercase/uppercase letters Copy model to print first name Complete directed drawing: Barn		<b>Shared Writing</b> Identify community helpers that work in food industry; make a list; role-play jobs Dictate sentences about drawings	Orally count 1–25 or higher Count backward 5–1 Discuss whole objects separated into equal parts Use calendars/clocks to measure time Follow Rebus Recipe to make butter in jar Create a bar graph	Name objects in sky: light, sun, clouds, constellation Use globe/flashlight to show how Earth turns away from sun and causes darkness Identify parts of plants; foods that come from plants Discuss how plants grow	Locate United States and your state Discuss earning income and being a consumer Vote for favorite apple color; discuss how voting indicates preferences	Trace and cut shapes to make a barn Create flowers by tracing, cutting, gluing paper Paint a nighttime sky in the style of van Gogh's <i>The Starry Night</i> and dictate a sentence Make vegetable prints with paint	Role-play walking outside as weather changes Stretch and exercise to music safely	Use technology to review weather
2	Share experiences of eating foods shown in the book Discuss food preferences	Listen for important words in sentences Use adjectives/synonyms to describe watermelon Identify HFWs: <i>we, make, for, little, big, good</i> Use personal/possessive pronouns	<b>Concepts of Print</b> Introduce book; identify author/illustrator names Describe illustrations on cover and title page Identify beginning capitalization and ending punctuation	<b>Phonological Awareness</b> Listen for sound, /y/ in words Review beginning letter sounds	<b>Sound-Symbol Relationships</b> Introduce sound, /y/, letters <b>yY</b> , and ASL sign Use letters to sound out and spell words	<b>Comprehension</b> Create story web on chart paper using 5-oval graph: characters, setting, problem, events, ending	<b>Prewriting: Letter Formation</b> Use Slant right, Slant left to print letters <b>v, y</b> Print letters to copy first name Practice printing lowercase and uppercase letters Complete directed drawing: Chicken		<b>Shared Writing</b> Dictate sentences about drawing	Count orally 1–25 Solve oral addition word problems using sums 5 or less Discuss forms of money (coins, bills, credit cards, checks); compare coins/bills Use pennies to count/create sets Count backward 5–1 using pennies	Discuss why farmers use pesticides; explain pesticides are harmful Cut watermelon in half to observe what is inside Demonstrate washing vegetables, explain steps Cut up vegetables; make salad	Discuss how people make and use money	Use cutout shapes, glue sticks, and art paper to create shape designs	Count orally 1–25 using variety of movements Follow directions, using movements like clapping/stomping Count and march across room, forward 1–25 steps, and backward 1–5 steps	Show video of fruit being harvested Use technology to research watermelons Use technology to view a food groups diagram
3		Identify pronouns Listen for important words Identify important parts of a word Discuss farmers as community helpers	<b>Concepts of Print</b> Introduce book; identify author/illustrator names Discuss differences in text features of poem/book	<b>Phonological Awareness</b> Review letter sounds /z/, /y/, /w/ Review medial sounds /o/ and /i/ Practice changing beginning sound of words to create real and nonsense words	<b>Sound-Symbol Relationships</b> Introduce sound, /w/, letters <b>wW</b> , and ASL sign Sound and spell out CVC words	<b>Comprehension</b> Compare farming in past with farming today Discuss farm chores, tools, equipment, clothing Read poem; listen for similar-sounding words	<b>Prewriting: Letter Formation</b> Use letters to copy first name Practice printing numerals Print uppercase/lowercase letters that look alike Complete directed drawing: Tractor		<b>Shared Writing</b> Make a chart of chores done at home Make a chart to vote on favorite dairy food Write shared writing paragraph about farm chores	Introduce concepts of zero; dozen and half dozen Solve subtraction problems with sums of 10 or less Explore volume/capacity; weigh objects Compare 2- and 3-dimensional shapes	Match pictures of animals and their offspring Describe and discuss how a dog grows Compare and discuss eggs	Review how to create a table place setting with placemat Review uses of dishes and utensils	Work with modeling clay Create pastel chalk drawings Put on a puppet show	Play beanbag toss Role-play being seeds and flowers	Use technology to watch a puppy grow into a dog Use technology to research dairy products
Review			<b>Concepts of Print</b> Create a book about the life cycle of corn	<b>Phonological Awareness</b> Identify beginning and ending sounds in words Substitute beginning sounds to make rhyming words	<b>Sound-Symbol Relationships</b> Match letters to sounds	<b>Comprehension</b> Discuss farm animals and foods	<b>Prewriting: Letter Formation</b> Print uppercase/lowercase letters		<b>Shared Writing</b> Record information about farm jobs	Measure corn to understand weight and capacity	Experiment with hopping corn Describe fruit trees		Paint fruit trees		



Week	Social and Emotional Learning	Language/Communication	Emergent Literacy: Reading			Emergent Literacy: Writing	Mathematics	Science and Health	Social Studies	Fine Arts	Physical Development	Technology	
1	Discuss empathy in regard to characters' actions Make personal connections to helping others or being helped Discuss kind words, a caring heart, and courage Explain meaning of <i>hero</i>	Describe insects in a collaborative conversation Use adjectives and analogies to describe antennae Create Ants on a Log snack by following directions	<b>Concepts of Print</b> Identify title and author Compare text features; identify differences in photographs and illustrations Compare text features of book and poster	<b>Phonological Awareness</b> Segment vocabulary words Review ending sounds	<b>Sound-Symbol Relationships</b> Introduce letter <b>Xx</b> , sound /k//s/ Identify and blend CVC words Form CVC words using onsets and rimes	<b>Comprehension</b> Identify insect body parts; compare to human body parts Discuss characteristics of an insect Create story web	<b>Prewriting: Letter Formation</b> Print letters in first names Print lowercase and uppercase letters Draw insects with chalk using prewriting strokes	<b>Shared Writing</b> Create graphic organizer about cricket for class book Complete directed drawing: Ant	Count orally 1–30 or higher Set up and solve addition problems Use numerals to create number sentences Solve subtraction problems Match to numerals	Discuss how insects help the environment Discuss recycling/caring for the environment; define ecology Discuss magnets and attraction Investigate chemical reaction between baking soda, vinegar	Manipulate modeling clay to make insects Create colorful caterpillars	Move to music like an insect Act out being a butterfly  Use technology to research ant colonies, bees, crickets, doodlebugs Discuss basic parts of a computer; how computers help us look up information Model using key words to search for information	
2	Engage in conversation about mood and feelings of characters in the story Share times of feeling hopeful or happy	Recite ABCs Identify personal and possessive pronouns Identify high-frequency words	<b>Concepts of Print</b> Identify author/illustrator Discuss thought bubbles and quotation marks Compare/contrast text features in books; identify similarities and differences	<b>Phonological Awareness</b> Identify beginning and ending sounds Segment syllables in insect names	<b>Sound-Symbol Relationships</b> Introduce the letter <b>qQ</b> and blend /k//w/ Identify letters in first names Blend sounds in CVC words using /a/ and /e/	<b>Comprehension</b> Answer questions using text evidence Read book; identify story parts Retell events using ordinal words Add details, illustrate story path	<b>Prewriting: Letter Formation</b> Use strokes to print lowercase and uppercase letters and first names Form numerals 0–9 Complete favorite directed drawing	<b>Shared Writing</b> Make chart of types of pollution Make and record predictions for salt experiment Work in teams to make poster about the environment; cut out shapes, draw pictures, dictate sentences	Clap and count orally 1–30 or higher Make a human number line Divide sets equally and match to numeral	Discuss ecology: relationships between people, insects, and the environment Define pollution Create lava lamps Discuss dangers of chemicals and pesticides Review magnets	Make ladybug headbands by tracing circles, cutting ovals, and drawing dots  Play indoor Red Rover Act out butterfly movements	Discuss/demonstrate conducting research and using technology to communicate/gain information Model identifying key words Use technology to display warning signs	
3	Express preferences for summer activities Examine expressions of people in photographs; make inferences about feelings Identify preferences for informational text/literature	Discuss and role-play favorite summer activities Discuss places people like to travel Share stories about traveling	<b>Concepts of Print</b> Identify title and author's name Review author's purpose Identify high-frequency words, uppercase letters, punctuation Use picture dictionaries to find words	<b>Phonological Awareness</b> Sort words by their beginning or ending sounds	<b>Sound-Symbol Relationships</b> Produce sounds that go with letters, then make the ASL sign and name each letter	<b>Comprehension</b> Identify characteristics of summer Sort books by informational text and literature	<b>Prewriting: Letter Formation</b> Print lowercase/uppercase letters; first names Print numerals 0–10 Complete the directed drawing: Bumblebee	<b>Shared Writing</b> Chart predictions for egg and vinegar experiment Identify 4 seasons' characteristics; record in chart and add illustrations Share drawings and express preferences	Clap and count orally 1–30 Make sets of 10; solve addition word problems with sums of 10 or less Solve subtraction problems Demonstrate problem-solving using puzzle and think-aloud	Conduct experiment using egg and vinegar to observe how chemicals make changes over time Identify/compare characteristics of butterfly and bee	Review safety precautions for summer months Vote to show favorite foods; record votes Compare data to identify class's favorite food	Pinch and roll clay balls; use clay and straws to create 3D shapes Create visual representing stages of a butterfly life cycle Trace patterns on paper, cut out and glue shapes to make dragonflies	Act out being a bee and a butterfly  Use technology to explain how and why insects help plants by assisting with pollination and by eating harmful insects
Review	Discuss bullying and helping others	Practice collaborative conversation Use high-frequency words	<b>Concepts of Print</b> Identify author and illustrator Make inferences based on cover illustration	<b>Phonological Awareness</b> Segment and blend syllables	<b>Sound-Symbol Relationships</b> Review beginning sounds and letters	<b>Comprehension</b> Conduct picture walk and describe story parts	<b>Prewriting: Letter Formation</b> Print letters and first names Print numerals 1–10		Count and compare sets Count missing animals Solve oral addition word problems	Research butterflies and moths; create a T-chart to compare Illustrate butterfly life cycle	Draw lines with prewriting strokes and cut with scissors to make a design	Use technology to discover facts about butterflies and moths	

# Alphabetic Knowledge and Phonological/Phonemic Awareness

- Teacher produces a phoneme (isolated sound), displays a lowercase letter or shows letter on Sound-Symbol Card, and makes the ASL hand sign for that letter.
- Teacher models how to produce the sound and children copy the model while making ASL hand sign for the letter.
- Many teachers cover the uppercase letter on Sound-Symbol Card with a sticky note when introducing a phoneme to help emergent readers connect the sound to a lowercase letter. Emergent readers and writers use more lowercase letters than uppercase letters.
- Teacher demonstrates how to use prewriting strokes and print a lowercase letter in the air while repeating the chant that goes with each letter.
- Children copy the teacher's model by producing the sound, repeating the chant, and using prewriting strokes to print the lowercase letter in the air.
- Children practice printing letters in shaving cream or finger paint; then they use dry erase boards and markers, then crayons or pencils.

Lowercase Letter	Unit, Week, Day Introduced	Lowercase Letter	Unit, Week, Day Introduced
a	U2, W3, D1	n	U4, W2, D1
b	U6, W2, D2	o	U4, W3, D2
c	U5, W2, D1	p	U5, W1, D1
d	U7, W3, D3	q	U10, W2, D1
e	U7, W1, D2	r	U7, W2, D1
f	U4, W1, D1	s	U3, W1, D1
g	U8, W1, D1	t	U3, W2, D1
h	U6, W3, D2	u	U6, W1, D1
i	U3, W3, D1	v	U8, W2, D1
j	U8, W3, D1	w	U9, W3, D1
k	U5, W2, D1	x	U10, W1, D1
l	U5, W3, D1	y	U9, W2, D1
m	U2, W2, D1	z	U9, W1, D1

- **Sequence for introducing sounds/letters:** m, a, s, t, i, f, n, o, p, k, l (Units 1–5); u, b, h, e, r, d, g, v, j, z, y, w, x (Units 6–10)
- **Phonological/phonemic awareness, onset rimes/word families:** Sounds/letters introduced across year; more advanced phonics in Units 6–10

# Prewriting Instruction for Drawing, Printing Letters, and Numerals

- Teaching children to print begins with developing fine motor control by folding and tearing paper, using modeling clay and painting. The order for introducing how to form or print letters follows a developmental sequence. Introducing letters that are formed using a similar prewriting stroke makes skill acquisition easier. Therefore, learning to print letters does not occur in alphabetical order, nor does learning to print letters follow the same sequence for introducing sounds.
- Teachers model how to print a letter when introducing the sound and recognition of the letter. Children copy the teacher's model by drawing in the air, then in paint, then using writing devices to print.
- Children develop fine motor coordination, alignment, and orientation as essential foundational skills for printing letters or numerals or writing words. First children combine prewriting strokes and draw geometric shapes. They learn to combine shapes in Directed Drawings. When children demonstrate readiness by using a correct posture, no pressure, and a Pincer grip, they combine strokes to form letters.
- Children print lowercase letters first because they use more lowercase letters as emergent writers.

## Shape Recognition

Stroke and Chant	Unit, Week, Day Introduced
Up and around	U2, W1, D3
Touch, pull down	U2, W2, D2
Touch, push over	U3, W1, D1
Slant left	U4, W1, D1
Slant right	U4, W1, D1

## Children use similar prewriting strokes to print lowercase letters.

- Up and around, stroke 1 is used to print lowercase letters: **o, a, c, s, f, e, d, g, q**
- Touch, pull down, stroke 2 is used to print lowercase letters: **m, t, i, n, p, l, u, b, h, r, j**
- Touch, push over, stroke 3, is used to print lowercase letters: **e, f, t, z**
- Slant left and Slant right, strokes 4 and 5, are used when printing letters: **k, v, y, w, x, z**

**Ready to Advance** teaches children to print uppercase letters after they demonstrate readiness and can print lowercase letters using correct posture, pressure, grip, orientation, and alignment.

Some teachers introduce similar lower- and uppercase letters together (cC, kK, oO, pP, sS, uU, vV, wW, xX, zZ). Teachers who prefer to introduce uppercase letters by similar strokes may use this sequence:

- Up and around uppercase letters: **O, C, S, G, Q**
- Touch, pull down and touch, push over uppercase letters: **E, F, H, I, L, T, U**
- Touch, pull down, add a fat belly uppercase letters: **B, D, P, R**
- Touch, pull down, add a tail uppercase letter: **J**
- Touch, pull down, slant left, slant right uppercase letters: **K, V, W, X, Y**
- Touch, pull down combined with slants uppercase letters: **A, M, N**
- Touch, push over, slant left, touch, push over uppercase letter: **Z**

## Sequence for Using Prewriting Strokes to Print Lowercase Letters

Lowercase Letter	Unit/Week/Day Introduced	Lowercase Letter	Unit/Week/Day Introduced
o, a	U7, W1	g, i, b, k, h, l, j	U8, W4
c, s	U7, W2	n, r, t, z	U9, W1
d, f, e	U7, W3	v, y	U9, W2
o, a, c, s, d, f, e	U7, W4	w	U9, W3
g	U8, W1	n, r, t, z, v, y, w	U9, W4
l, b, k	U8, W2	x	U10, W1
h, i, j	U8, W3	q	U10, W2



## Sequence for Introducing Directed Drawings by Unit Theme and Developmental Skills

Children fold and tear paper, finger-paint, and sponge-paint in Units 1–2 to develop coordination, correct grip, and correct body posture for drawing and printing. Drawing and printing and cutting with scissors are introduced as children develop skills that require fine motor coordination.

Directed Drawings	Unit, Week, Day Introduced	Directed Drawings	Unit, Week, Day Introduced
Simple happy face	U2, W1, D4	Four-legged bear	U6, W2, D5
Complex face	U2, W2, D5	Simple cat	U6, W3, D4
Simple baby	U2, W3, D4	Truck	U7, W1, D5
Flower	U3, W1, D5	Airplane	U7, W2, D5
Simple bear	U3, W2, D5	School bus	U7, W3, D5
Robot	U3, W3, D4	Butterfly	U8, W1, D5
House (introduce slants)	U4, W1, D5	Apple tree and sun	U8, W2, D5
House (review slants)	U4, W2, D5	Birds in a nest	U8, W3, D5
Fall tree and leaves	U4, W3, D5	Barn	U9, W1, D5
Firetruck	U4, W4 Review	Chicken	U9, W2, D5
Celebration cake	U5, W1, D5	Tractor	U9, W3, D5
Snowman	U5, W2, D4	Ant	U10, W1, D5
Penguin	U5, W3, D5	Cricket	U10, W2, D5
Whole body self, Me	U6, W1, D5	Bumblebee	U10, W3, D5

### Comments

- Some Directed Drawings are reviewed on Day 4 and drawings are completed on Day 5.
- All Directed Drawings may be used in other units or for encouraging creativity in fine arts learning centers or reproducing characters or items from shared reading.

## Shapes, Colors, and Numerals & Number Words

### Shape Recognition

Children learn to recognize and describe shapes by their attributes (similarities and differences such as how many corners, sides in a shape) rather than simply memorizing names of shapes. Children learn to compare shapes by their attributes and combine smaller shapes to form larger designs.

Shape	Unit, Week, Day Introduced
round, circle	U1, W2, D3
round, oval	U1, W3, D4
rectangle	U3, W1, D1
square	U3, W3, D1
triangle	U4, W1, D1
heart	U4, W2, D3
star	U5, W1, D1
diamond	U5, W2, D3
hexagon	U5, W3, D1
octagon	U7, W1, D1

### Color Recognition and Color Words

Color recognition and color words are introduced together. Children do not read the word, just recognize it in print.

Color, Color Word	Unit, Week, Day Introduced
red	U1, W1, D3
blue	U1, W3, D1
yellow	U2, W1, D2
green	U2, W2, D3
orange	U3, W1, D2
purple	U3, W2, D2
brown	U3, W3, D2
white	U4, W1, D3
pink	U4, W2, D3
black	U4, W3, D2

## Numerals and Number Words

Numerals, number words, and modeling for printing numerals are introduced together to help children recognize and understand how they are used. Teaching children to print numerals occurs in Units 9 and 10, after most letters are introduced. This prevents confusion of letters and numerals.

Numerals, Number Word	Unit, Week, Day Introduced	Unit, Week Taught to Print Numeral
1, one	U1, W3, D4	U9, W2
2, two	U1, W3, D4	U9, W2
3, three	U2, W1, D1	U9, W2
4, four	U2, W2, D1	U9, W3
5, five	U3, W3, D1	U9, W3
6, six	U4, W2, D1	U9, W3
7, seven	U5, W1, D1	U10, W1
8, eight	U6, W2, D3	U10, W1
9, nine	U7, W2, D1	U10, W1
10, ten	U8, W1, D1	U10, W1
0, zero	U9, W3, D1	U9, W3

• **Sequence for teaching oral counting:** 1–10 or higher by Unit 6, 1–20 in Unit 8, 1–25 in Unit 9, 1–30 in Unit 10

# Vocabulary Development and Oral Language

## High-Frequency Words

Book Title	High-Frequency Words	Unit
<i>What I Like About School</i>	I, like, the, to, red, blue	Unit 1
<i>Things I Like</i>	this, is, a, it, yellow	Unit 2
<i>We Make Healthy Choices</i>	here, are, my, we, orange, purple, brown	Unit 3
<i>My Town</i>	can, you, see, white, pink, black	Unit 4
<i>Your Special Day</i>	what, do, with	Unit 5
<i>Where Are the Animals?</i>	find, in, on, where	Unit 6
<i>Come With Me!</i>	come, go, look, me	Unit 7
<i>Foods From Plants</i>	and, from, have, were	Unit 8
<i>What Food Do You Like to Make?</i>	we, make, for, little, big, good	Unit 9
<i>Insects Everywhere</i>	play, up, down, help, not	Unit 10

## American Sign Language Hand Signs

American Sign Language (ASL) is used to prompt and complement behaviors. ASL is used when introducing colors, letter sounds, and names. Using gestures is a child's first language, and ASL makes learning more interactive and fun too!

ASL Hand Signs for Classroom Management	Unit, Week Introduced
Look	U1, W1
Listen	U1, W1
Line up	U1, W1
Pay attention	U1, W2
Bathroom	U1, W2
Wait	U1, W2
Stop	U1, W2
Help	U1, W3
Sit	U1, W3
Quiet	U1, W3
Please	U1, W3
Thank you	U1, W3









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