Developing Early Learners

Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
Unit 1, Week 1 **Who We Are**	**Alphabet Song** **Phonemic Awareness:** Environmental Sounds **Print Awareness:** Environmental Print **High-Frequency Word:** I	***Llama, Llama Misses Mama*** by Anna Dewdney ***Ollie's School Day*** by Stephanie Calmenson and Abby Carter **Nursery Rhyme:** ***Mary Had a Little Lamb***	**Introduction to Materials and Procedures** (Note: Each week, teacher creates a chart with students to organize theme-related data. While children are exploring centers, teachers use narrating, revoicing, and asking open-ended questions to develop mathematical understandings and problem-solving skills)	**Our Five Senses** **Be a Scientist/ Exploring Pumpkins**	**What About Me?** **I Live in America** (national symbols)	**Literacy Through Music:** Hokey Pokey **Social-Emotional:** Caring for Ourselves (Rules and Limits) (Mister Rogers) **Flip Chart:** A Friendly Classroom **Social-Emotional Book:** *I Learn and Play in School (listening)* **Health and Safety:** Brushing Teeth	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Assess Letter Knowledge; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It **3-Year-Olds and Extra Support (developmentally appropriate practices)** Introduce Alphabet; Name—First letter; Draw About It; Oral Language; Let's Explore Together **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Preteach Basic Words; Oral Language; Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 1, Week 2 **Who We Are**	**Alphabet Song** **Phonemic Awareness:** Distinguish Sounds **Print Awareness:** Print Conveys Meaning **High-Frequency Words:** I, a **My Word Book (Book 1)**	***If You're Happy*** by Randall de Seve ***Green Is a Chile Pepper*** by Roseanne Greenfield Thong and John Parra **Nursery Rhyme:** ***Wee Willie Winkie***	**Count verbally, explore math manipulatives** **Day 1:** Fingerplay **Day 2:** Count and clap to 10 **Day 3:** Count objects in the room up to 2, explore counters and observe **Day 4:** Count and hop or march **Day 5:** Fingerplay	**Our Five Senses** **5 Senses** **Song:** *Use Your Senses*	**What About Me?** **Our Flag** (Pledge of Allegiance)	**Literacy Through Music:** Hokey Pokey **Social-Emotional:** Caring for Ourselves (Take Your Time) (Mister Rogers) **Flip Chart:** Our Class Rule: Clean Up **Social-Emotional Book:** *I Learn and Play in School (Showing Kindness)* **Health and Safety:** Body Parts and Functions	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Assess Letter Knowledge; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It **3-Year-Olds and Extra Support (developmentally appropriate practices)** Introduce Alphabet; Name—First letter; Draw About It; Oral Language; Let's Explore Together **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Preteach Basic Words; Oral Language; Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 1, Week 3 **Who We Are**	**Alphabet Song** **Phonemic Awareness:** Distinguish Sounds **Print Awareness:** Distinguish Print from Pictures **High-Frequency Word:** see	***Always, Sometimes, Never*** by Ellen Tarlow ***ABC I Like Me!*** by Nancy Carlson **Classic Tale:** ***The Knee-High Man***	**Counting, make small groups, explore materials** **Day 1:** My age—number with fingers, arms, legs; count and move **Day 2:** Find groups of 2 **Day 3:** Find groups of 2 **Day 4:** Show counters, children match with fingers **Day 5:** Show counters, children match with fingers	**Our Five Senses** **Look Again (Observe Closely)**	**What About Me?** **Cultural Diversity/My Culture** **Reading in Social Studies**	**Social-Emotional:** Caring for Ourselves (Mister Rogers) **Flip Chart:** Making and Keeping Friends **Social-Emotional Book:** *I Learn and Play in School (Following Rules)* **Health and Safety:** Body Parts and Functions	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Assess Letter Knowledge; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It **3-Year-Olds and Extra Support (developmentally appropriate practices)** Introduce Alphabet; Name—First letter; Draw About It; Oral Language; Let's Explore Together **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Preteach Basic Words; Oral Language; Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 1, Week 4 **Who We Are**	**Alphabet Song** **Phonemic Awareness:** Review **Print Awareness:** Review **High-Frequency Words:** see **Theme Book 1: *I See Me***	**Teacher's Choice** **Classic Tale:** ***Timimoto***	**Counting and producing small groups, recognizing equal groups, duplicate rhythmic patterns** **Day 1:** Compare numbers (items in a row) **Day 2:** Demo counting (3) **Day 3:** Demo counting (4) **Day 4:** Demo counting (5) **Day 5:** Simon Says with numbers, read counting book	**Our Five Senses** **Describing Objects** **Song:** *Fuzzy Wuzzy*	**Fieldtrip: Historic Museum**	**Social-Emotional:** Caring for Ourselves (Mister Rogers) **Flip Chart:** Helping One Another	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Assess Letter Knowledge; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It **3-Year-Olds and Extra Support (developmentally appropriate practices)** Introduce Alphabet; Name—First letter; Draw About It; Oral Language; Let's Explore Together **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Preteach Basic Words; Oral Language; Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 2, Week 1 **Making Friends**	**Aa** **Phonemic Awareness:** Syllables **Print Awareness:** Concept of a Word **High-Frequency Word:** like **My Word Book (Book 2)**	***Friends All Around*** by Miela Ford ***The Blue Chameleon*** by Emily Gravett **Classic Tale:** ***The Bremen Town Musicians***	**Matching shapes, counting (warm-up and incorporate)** **Day 1:** Match shapes **Day 2:** Circles **Day 3:** Squares **Day 4:** Find shapes, squares and circles **Day 5:** Circle or not?—sort circles and squares	**What Does a Scientist Do?** **Be a Scientist:** **Feel the Difference (Rocks)**	**Why Are Rules Important?** **Friends Share**	**Literacy Through Music:** Jack and Jill, Looby Loo **Social-Emotional:** Sharing and Working Together (What Belongs to Everyone?) (Mister Rogers) **Flip Chart:** How Can I Help in School? **Social-Emotional Book:** *I Work and Play With Others (sharing)* **Health and Safety:** Playground Safety	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 2, Week 2 **Making Friends**	**Mm** **Phonemic Awareness:** Rhyme **Print Awareness:** Directionality **High-Frequency Words:** like	***Being Friends*** by Karen Beaumont ***How Do Dinosaurs Play with Their Friends?*** by Jane Yolen and Mark Teague **Nursery Rhyme:** ***This Is the House That Jack Built***	**2-D shapes, subitizing** **Day 1:** Triangle **Day 2:** Counting—children see and name number, make 3 shapes with found objects **Day 3:** Rectangle **Day 4:** Counting—children see and name number, make 3 shapes with found objects **Day 5:** Shape hunt	**What Does a Scientist Do?** **Predicting**	**Why Are Rules Important?** **Follow the Rules**	**Social-Emotional:** Emotional: Sharing and Working Together (Job Squads) (Mister Rogers) **Flip Chart:** We All Need Friends **Social-Emotional Book:** *I Work and Play With Others (Making Plans)* **Health and Safety:** Home Safety	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 2, Week 3 **Making Friends**	**Ss** **Phonemic Awareness:** Initial Sounds **Print Awareness:** Concept of a Letter **High-Frequency Word:** we, to	***Virgil & Owen*** by Paulette Bogan ***ABC for You and Me*** by Meg Girnis **Classic Tale:** ***The Clever Jackal***	**Count objects, produce small groups, compare and order** **Day 1:** Add counters to plate based on number stated (5) **Day 2:** Roll number cube and match to counters **Day 3:** Add counters to plate based on number stated (5) **Day 4:** Count and move in patterns (clap, clap, clap, hop) **Day 5:** 5 Fingerplay	**What Does a Scientist Do?** **Sort and Classify** **Song:** *You Can Sort*	**Why Are Rules Important?** **Cooperating, Negotiating, and Compromising** **Reading in Social Studies**	**Social-Emotional:** Sharing and Working Together (Mister Rogers) **Flip Chart:** Taking Care of Our Classroom **Social-Emotional Book:** *I Work and Play With Others (Cooperating)* **Health and Safety:** Community Safety	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 2, Week 4 **Making Friends**	**Pp** **Phonemic Awareness:** Review **Print Awareness:** Review **High-Frequency Words:** we, to **Theme Book 2:** ***We Are Friends***	**Teacher's Choice** **Classic Tale:** ***Little Red Riding Hood***	**Count to find "how many?" and compare amounts** **Day 1:** Numeral 1 (jump number, show how to write number) **Day 2:** Numeral 2 **Day 3:** Numeral 3 **Day 4:** Numeral 4 **Day 5:** Numeral 5	**Position**	**Fieldtrip: Principal's Office**	**Social-Emotional:** Sharing and Working Together (Mister Rogers) **Flip Chart:** Work and Play Together	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 3, Week 1 **Families**	**Tt** **Phonemic Awareness:** Initial Sounds **Print Awareness:** Uppercase Letters (names) **High-Frequency Word:** the **My Word Book (Book 3)**	***Families*** by Shelley Rotner ***Looking for Bongo*** by Eric Velazques **Classic Tale:** ***The Three Bears***	**Counting, compare numbers** **Day 1:** Numeral 6, verbally count to 10 **Day 2:** Review Numerals **Day 3:** Number book **Day 4:** What's My Number? **Day 5:** Review	**At My House** **Be a Scientist/Magnets Stick to Some Things**	**What Is Your Home Like?** **My Home**	**Literacy Through Music:** Mary Wore Her Red Dress, If You're Happy **Social-Emotional:** Expressing Our Feelings (Saying "I Am Sorry") (Mister Rogers) **Flip Chart:** Be Proud of What You Can Do **Social-Emotional Book:** *I Have Feelings (happy)* **Health and Safety:** Medicine Safety	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 3, Week 2 **Families**	**Ii** **Phonemic Awareness:** Rhyme **Print Awareness:** Word Spaces **High-Frequency Words:** the	***All the World*** by Liz Garton Scanlon and Marla Frazee ***Big Box of Shapes*** by Wiley Blevins **Nursery Rhyme:** ***Diddle, Diddle, Dumpling***	**Shapes, counting, reading numerals** **Day 1:** Create a shape book with 4 shapes learned **Day 2:** Count items, place onto table, children quietly count and name number **Day 3:** What Shape Is It?–show found objects and pictures **Day 4:** Numeral Card: show, then jump number, Review shapes: Is it a square?—child holds up matching shape **Day 5:** Repeat above	**At My House** **We Have Plants** **Reading in Science**	**What Is Your Home Like?** **Around the World**	**Social-Emotional:** Expressing Our Feelings (Feeling Angry) (Mister Rogers) **Flip Chart:** All About Feelings **Social-Emotional Book:** *I Have Feelings (sad)* **Health and Safety:** Healthy Habits—Preventing Infections	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 3, Week 3 **Families**	**Nn** **Phonemic Awareness:** Syllables **Print Awareness:** Match Words **High-Frequency Word:** are	***Pecan Pie Baby*** by Jacqueline Woodson and Sophie Blackall ***Birthday Basket for Tia*** by Pat Mora **Classic Tale:** ***The Rooster That Went to Tio's Wedding***	**Shapes, counting** **Day 1:** I Spy with shapes (3 sides), walk a shape path **Day 2:** Shape sort, count to 10 **Day 3:** Stand on shape named **Day 4:** Shape sort, count to 10 **Day 5:** Stand on shape named	**At My House** **Is It Day or Night?** **Sun and Shadows** **Song:** *Day Sky and Night Sky*	**What Is Your Home Like?** **Family History** **Reading in Social Studies**	**Literacy Through Music:** Mary Wore Her Red Dress, If You're Happy **Social-Emotional:** Expressing Our Feelings (Mister Rogers) **Flip Chart:** Things I can Do **Social-Emotional Book:** *I Have Feelings (mad)* **Health and Safety:** Healthy Habits—Preventing Infestations	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 3, Week 4 **Families**	**Cc** **Phonemic Awareness:** Review **Print Awareness:** Review **High-Frequency Word:** are **Theme Book 3:** ***We Are a Family***	**Teacher's Choice** **Classic Tale:** ***The Crocodile and the Hen***	**Counting, reading numerals** **Day 1:** Show counters, name number, match to numeral card 1-6 **Day 2:** Numeral 7 **Day 3:** Count and move to 10 **Day 4:** Numeral 8 **Day 5:** Count and move to 10	**At My House** **Heat and Light** **Using Energy and Electricity**	**Fieldtrip: Neighborhood Walk**	**Social-Emotional:** Expressing Our Feelings (Mister Rogers) **Flip Chart:** Family Time	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 4, Week 1 **Food**	**Oo** **Phonemic Awareness:** Syllables **Print Awareness:** Uppercase Letters **High-Frequency Word:** my **My Word Book (Book 4)**	***Yummy! Good Food Makes Me Strong*** by Shelly Rotner ***The Apple Pie that Papa Baked*** by Lauren Thompson **Classic Tale:** ***The Little Red Hen***	**Numerals, counting** **Day 1:** Numeral 9 **Day 2:** Mix-up verbal counting **Day 3:** Numeral 10 **Day 4:** Numerals 1-10 **Day 5:** Fingerplay	**Mixing and Growing** **Be a Scientist/From Seed to Sprout** **Song:** *What Plants Need*	**Where Does Food Come From?** **From Farm to Table**	**Literacy Through Music:** Little Miss Muffet, Apple and Bananas **Social-Emotional:** Proud to Be Growing (Using Silverware) (Mister Rogers) **Flip Chart:** Working with Friends **Social-Emotional Book:** *I Can Do It* *(strong self-concept—compare now things to things long ago that you couldn't do)* **Health and Safety:** Washing Hands	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 4, Week 2 **Food**	**Ff** **Phonemic Awareness:** Initial Sounds **Print Awareness:** Word Spaces **High-Frequency Word:** my	***Chew, Chew, Gulp!*** by Jarrett Krosoczka ***Plants Feed Me*** by Lizzy Rockwell **Nursery Rhyme:** ***Pease-Porridge Hot***	**Counting, ordering numbers, patterns and lengths** **Day 1:** Build linking cubes specific number (count and move each day) **Day 2:** Build linking cubes specific number **Day 3:** Order numeral cards 1-5 **Day 4:** Order dot cards 1-5 **Day 5:** Fingerplay	**Mixing and Growing** **Matter Changes**	**Where Does Food Come From?** **Food Jobs**	**Social-Emotional:** Proud to Be Growing (Let's Go Shopping) (Mister Rogers) **Flip Chart:** Let's Play Detective **Social-Emotional Book:** *I Can Do It* *(Being/Accepting Yourself)* **Health and Safety:** Good Nutrition and Identifying Hunger	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 4, Week 3 **Food**	**Hh** **Phonemic Awareness:** Alliteration **Print Awareness:** Text Forms and Functions (lists) **High-Frequency Word:** is	***Feast for 10*** by Cathryn Falwell ***Bunny Cakes*** by Rosemary Wells **Classic Tale:** ***Little Juan and the Cooking Pot***	**Shapes** **Day 1:** Review shapes, add rhombus (diamond) and trapezoid **Day 2:** Count and move to 10, shape box **Day 3:** Shape step **Day 4:** Count and move to 10 (forward and backward), shape box **Day 5:** Add to shape book	**Mixing and Growing** **Plants We Eat** **Song:** *Plants We Eat*	**Where Does Food Come From?** **Using Money to Buy Things** **Reading in Social Studies**	**Social-Emotional:** Proud to Be Growing (Mister Rogers) **Flip Chart:** Time to Share **Social-Emotional Book:** *I Can Do It (Being Responsible)* **Health and Safety:** Food Variety and Preferences	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 4, Week 4 **Food**	**Dd** **Phonemic Awareness:** Review **Print Awareness:** Review **High-Frequency Word:** Is **Theme Book 4: My Yummy Food**	**Teacher's Choice** **Classic Tale:** ***The Johnny Cake Boy***	**Shapes, adding and subtracting** **Day 1:** Name shapes **Day 2:** Shape sort, count forward and backward to 10 **Day 3:** Add (how many now?—show counters, add one, ask how many now?), then subtract one, add/subtract up to 2 **Day 4:** Count forward and backward to 10, Add then subtract one, add/subtract up to 2 **Day 5:** Count forward and backward to 10, review shapes	**Mixing and Growing** **Heat It Up, Freeze It Up** **Song:** *Let's Heat, Mix, and Freeze*	**Fieldtrip: Restaurant**	**Social-Emotional:** Proud to Be Growing (Mister Rogers) **Flip Chart:** Keep Trying	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
Unit 5, Week 1 **Our Neighborhood**	**Rr** **Phonemic Awareness:** Blend Syllables with Picture Support **Print Awareness:** Match Words **High-Frequency Word:** have **My Word Book (Book 5)**	***Say Hello*** by Rachel Isadora ***Whose Hat Is This?*** by Sharon Katz Cooper **Classic Tale:** ***City Mouse and Country Mouse***	**Patterns, counting beyond 10** **Day 1:** Movement patterns, visual patterns, verbal counting beyond 10 all week **Day 2:** Count and move in patterns, copy patterns **Day 3:** Count and move in patterns, copy patterns **Day 4:** Art patterns (stringing beads) **Day 5:** Art patterns (stringing beads)	**What's In Our Neighborhood?** **Be a Scientists/ Mini Landforms**	**We Live in Neighborhoods** **What Is a Neighborhood?**	**Literacy Through Music:** 1, 2, 3, Buckle My Shoe, The Mulberry Bush **Social-Emotional:** People Are Alike and Different (No One Just Like You) (Mister Rogers) **Flip Chart:** How Can I Help Someone? **Social-Emotional Book:** *I Make Good Choices (playing fair)* **Health and Safety:** Dial 9-1-1	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 5, Week 2 **Our Neighborhood**	**Ee** **Phonemic Awareness:** Blend Syllables with Picture Support **Print Awareness:** Word Spaces **High-Frequency Word:** have	***All Through My Town*** by Jean Reidy ***When Dinosaurs Came with Everything*** by Elise Broach **Nursery Rhyme:** ***To Market***	**Patterns, counting** **Day 1:** Movement patterns, visual patterns, verbal counting beyond 10 all week **Day 2:** Count and move in patterns, copy patterns **Day 3:** Count and move in patterns, copy patterns **Day 4:** Art patterns (stringing beads **Day 5:** Art patterns (stringing beads	**What's In Our Neighborhood?** **Trees Around Us**	**We Live in Neighborhoods** **Neighborhood Buildings**	**Social-Emotional:** Proud to Be Growing (Paper Dolls) (Mister Rogers) **Flip Chart:** How Can I Get Others to Play With Me? **Social-Emotional Book:** *I Make Good Choices (solving problems with words)* **Health and Safety:** Emergency Routines—identifying emergency situations	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 5, Week 3 **Our Neighborhood**	**Bb** **Phonemic Awareness:** Delete Syllables with Picture Support **Print Awareness:** Match Sentences **High-Frequency Word:** big	***One Is a Drummer*** by Roseanne Thong and Grace Lin ***Round Is a Tortilla*** by Roseanne Thong and John Parra **Classic Tale:** ***The Voice in Rabbit's House***	**Count out items, name quickly items in group, shape review** **Day 1:** Name number of objects in group up to 3, verbally count beyond 10 all week **Day 2:** Produce number of objects up to 10 **Day 3:** Recognize and show a variety of shapes (shape sort—what's my rule?) **Day 4:** Numeral jump (cards 1-9) **Day 5:** Show counters on desk, cover quickly, children name number	**What's In Our Neighborhood?** **Insects Around Us** **Song:** *Look at the Insects*	**We Live in Neighborhoods** **Comparing Neighborhoods** **Keeping Our Neighborhood Clean** **Reading in Social Studies**	**Social-Emotional:** People Are Alike and Different (Mister Rogers) **Flip Chart:** How Can I Solve Problems? **Social-Emotional Book:** *I Make Good Choices (showing respect)* **Health and Safety:** Emergency routines—asking for help from adults	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 5, Week 4 **Our Neighborhood**	**Ll** **Phonemic Awareness:** Review **Print Awareness:** Review **High-Frequency Word:** big **Theme Book 5: My Big City**	**Teacher's Choice** **Classic Tale:** ***Anansi's Dinner Guest***	**Counting and comparing numbers** **Day 1:** Count beyond 10 all week, show numeral cards 1-10, flip over say number and find correct number of counters **Day 2:** Make mistakes in counting for children to correct **Day 3:** Build towers as you count, knock down and count again to check **Day 4:** Count and move in patterns **Day 5:** Compare cube towers	**What's In Our Neighborhood** **Sound**	**Fieldtrip: A Police Station**	**Social-Emotional:** People Are Alike and Different (Mister Rogers) **Flip Chart:** How Do Friends Solve Problems?	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 6, Week 1 **Transportation**	**Kk** **Phonemic Awareness:** Blend Syllables with Picture Support **Print Awareness:** Match Letter-Sounds **High-Frequency Word:** go **My Word Book (Book 6)**	***The Bus For Us*** by Suzanne Bloom ***Goodnight, Goodnight Construction Site*** by Sherri Duskey Rinker and Tom Lichtenheld **Classic Tale:** ***Cinderella***	**Compare amounts** **Day 1:** Count forward and backward to 10 and beyond, measure lengths (find things the same length) (as long as . . .) **Day 2:** Show counters briefly, children count quickly **Day 3:** Count forward and backward to 10 and beyond, how many?—add and remove **Day 4:** Match numeral cards to amounts—give different amounts and compare **Day 5:** Verbally count to 20, match numeral cards to amounts—give different amounts	**Sky, Land, or Water?** **Be a Scientist/Weather Calendar** **Reading in Science**	**How Many Ways to Travel?** **Here to There**	**Literacy Through Music:** Humpty Dumpty, The Wheels on the Bus **Social-Emotional:** Managing Our Feelings (Going Away, Coming Back) (Mister Rogers) **Flip Chart:** How Can He Solve His Problem? **Social-Emotional Book:** *I Can Control Myself (staying calm)* **Health and Safety:** Fire Safety	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 6, Week 2 **Transportation**	**Uu** **Phonemic Awareness:** Delete Syllables with Picture Support **Print Awareness:** Word Spaces **High-Frequency Word:** go	***Alphabet Trucks*** by Samantha Vamos ***Clickety Clack*** by Robert Spence **Nursery Rhyme:** ***Ride Away, Ride Away***	**Compare amounts, measure** **Day 1:** Bigger and longer with stacking cubes **Day 2:** Fingerplay, then verbally count beyond to 20 or more **Day 3:** Compare amounts on table, order amounts (and numeral cards) and ask what is missing **Day 4:** Compare amounts on table, order amounts (and numeral cards) and ask what is missing **Day 5:** Verbally count to 30, move in patterns of 5	**Sky, Land, or Water?** **Ground to Travel On** **Song:** *The Bus*	**How Many Ways to Travel?** **All Types of Vehicles**	**Social-Emotional:** Managing Our Feelings (Fast and Slow, Self-Control) (Mister Rogers) **Flip Chart:** What Should I Do? **Social-Emotional Book:** *I Can Control Myself* **Health and Safety:** Transportation Safety	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 6, Week 3 **Transportation**	**Gg** **Phonemic Awareness:** Delete Syllables with Picture Support **Print Awareness:** Match Sentences **High-Frequency Word:** where	***Toy Boat*** by Randall de Seve and Loren Long ***Row Row Your Boat*** by Jane Carrera **Classic Tale:** ***Mouse Deer Crosses the River***	**Compare amounts, measure** **Day 1:** Measure lengths, place numeral cards in order 1-10 **Day 2:** Count backward 10-0, measure lengths with cubes **Day 3:** Verbally count to 30, I'm Thinking of a Number, children find cubes **Day 4:** Longer and bigger—lengths and amounts **Day 5:** Place numeral cards in order 1-10	**Sky, Land, or Water?** **Ocean or Lake?**	**How Many Ways to Travel?** **Maps (making)** **Reading in Social Studies**	**Social-Emotional:** Managing Our Feelings (Mister Rogers) **Flip Chart:** Trying New Things **Social-Emotional Book:** *I Can Control Myself (being patient)* **Health and Safety:** Pedestrian Safety	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 6, Week 4 **Transportation**	**Ww** **Phonemic Awareness:** Review **Print Awareness:** Review **High-Frequency Word:** where **Theme Book 6:** **Where Will We Go?**	**Teacher's Choice** **Classic Tale:** ***Three Billy Goats Gruff***	**Shapes, counting, compare and order, solve problems** **Day 1:** Count forward and backward to 10 and beyond, shape puzzles with pattern blocks **Day 2:** What's the missing number (objects and numeral cards) **Day 3:** I Spy shapes, guess my rule shape sort **Day 4:** What's the missing number (objects and numeral cards) **Day 5:** Count forward and backward to 10 and beyond, shape puzzles with pattern blocks	**This is Water** **Reading in Science**	**Fieldtrip: A Fire Station**	**Social-Emotional:** Managing Our Feelings (Mister Rogers) **Flip Chart:** How Do I Solve Problems?	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 7, Week 1 **Animals**	**Xx** **Phonemic Awareness:** Blend onset/rime (no pictures) **Print Awareness:** Match Letter-Sounds **High-Frequency Word:** play **My Word Book (Book 7)**	***Farms ABC*** by Blake A. Hoena ***Duck, Duck, Goose*** by Wiley Blevins **Classic Tale:** ***The Three Little Pigs***	**Adding, counting, make shapes** **Day 1:** Word problems—use fingers to count; use found objects too **Day 2:** Fingerplay to 10, adding **Day 3:** Word problems, adding, make shape designs **Day 4:** Word problems, adding, make shape designs **Day 5:** Word problems, adding	**How Do Animals Grow?** **Be a Scientist/ Observing Animals** **Reading in Science**	**Animals** **On the Farm**	**Literacy Through Music:** Old MacDonald Had a Farm, Chook, Chook, Chook *OR* Six Little Ducks, *OR* 1, 2, 3, 4, 5, Caught a Fish Alive **Social-Emotional:** Things Are Alike and Different (Big and Little) (Mister Rogers) **Flip Chart:** What Do I Do Next? **Social-Emotional Book:** *I Keep Trying (don't give up)* **Health and Safety:** Make Good Decisions	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 7, Week 2 **Animals**	**Vv** **Phonemic Awareness:** Delete Syllables with Picture Support **Print Awareness:** Letters in Print (recognize) **High-Frequency Word:** play	***What Puppies Do Best*** by Laura Numeroff and Lynn Munsinger ***Gilbert Goldfish Wants a Pet*** by Kelly DiPucchio and Bob Shea **Nursery Rhyme:** ***Hey! Diddle, Diddle***	**Adding, counting** **Day 1:** Count forward and backward to 10 and beyond, add and subtract word problems **Day 2:** Lengths, numeral cards say names then flip over and stop before card for children to guess number **Day 3:** Word problems with fingers **Day 4:** Numeral cards say names then flip over and stop before card for children to guess number **Day 5:** Count forward and backward, word problems with fingers	**How Do Animals Grow?** **Pets Grow and Baby Animals** **Song:** *Watch Us Grow*	**Animals** **Our Pets**	**Social-Emotional:** Things Are Alike and Different (Same but Different) (Mister Rogers) **Flip Chart:** How Can I Help? **Social-Emotional Book:** *I Keep Trying (trying new things)* **Health and Safety:** Healthcare Professionals	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 7, Week 3 **Animals**	**Jj** **Phonemic Awareness:** Delete onset (no pictures) **Print Awareness:** Distinguish Letters from Numbers **High-Frequency Word:** little **My Word Book (Book 9)**	***Hello! Hello!*** by Miriam Schlein ***The Snail and the Whale*** by Julia Donaldson **Classic Tale:** ***Now Things Are Worse!***	**Add and count** **Day 1:** Add to 5, ordinal numbers (1st, 2nd) **Day 2:** Five Little Ducks, ordinal numbers **Day 3:** Add to 5 **Day 4:** Add to 5, verbally count **Day 5:** Add to 5, verbally count	**How Do Animals Grow?** **Swim and Swish (habitats)** **Song:** *The Ocean Song*	**Animals** **In the Wild** **Reading in Social Studies**	**Social-Emotional:** Things Are Alike and Different (What's Different at the Zoo) (Mister Rogers) **Flip Chart:** How Do I Solve a Problem? **Social-Emotional Book:** *I Keep Trying (asking questions, exploring what I'm curious about)* **Health and Safety:** Communicating When Not Feeling Well	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 7, Week 4 **Animals**	**Qq** **Phonemic Awareness:** Review **Print Awareness:** Review **High-Frequency Word:** little **Theme Book 6: Baby**	**Teacher's Choice** **Classic Tale:** ***The Lion and the Mouse***	**Shapes** **Day 1:** Make shapes **Day 2:** Recognize and make shapes **Day 3:** Distinguish shapes (properties) **Day 4:** Distinguish shapes (properties) **Day 5:** Show shape briefly for children to guess, they find matching shape manipulative	**We Can Fly (habitats)**	**Fieldtrip: A Farm**	**Social-Emotional:** Things Are Alike and Different (I'm Thinking Of . . .) (Mister Rogers) **Flip Chart:** How Do I Sit in Class?	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 8, Week 1 **Nature**	**Yy** **Phonemic Awareness:** Blend onset/rime (no pictures) **Print Awareness:** Match Letter-Sounds **High-Frequency Word:** what	***Spring Is Here*** by Taro Gomi ***Leaves*** by David Ezra Stein **Classic Tale:** ***Jack and the Beanstalk***	**Shapes** **Day 1:** Make shapes **Day 2:** Recognize and make shapes **Day 3:** Distinguish shapes (properties) **Day 4:** Distinguish shapes (properties) **Day 5:** Show shape briefly for children to guess, they find matching shape manipulative	**All a Part of Nature** **Be a Scientist/Parts of a Plant**	**Where Do Plants and Animals Live?** **Understand Globes**	**Literacy Through Music:** Twinkle, Twinkle, Little Star **Social-Emotional:** How You're Growing (Growing Takes Time) (Mister Rogers) **Flip Chart:** What Happens in our Classroom? **Social-Emotional Book:** *I Have More Feelings (worry)* **Health and Safety:** Sun Safety	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 8, Week 2 **Nature**	**Zz** **Phonemic Awareness:** Delete onset (no pictures) **Print Awareness:** Directionality **High-Frequency Word:** what	***Are Trees Alive?*** by Debbie S. Miller and Stacey Schuett ***The Great Big Green*** by Peggy Gifford **Nursery Rhyme:** ***Mary Mary, Quite Contrary***	**Adding and subtracting** **Day 1:** Adding word problems with manipulatives **Day 2:** Compare numbers—give numeral card and ask who has more?—then use counters to confirm **Day 3:** Listen and count **Day 4:** Compare numbers—give numeral card and ask who has more?—then use counters to confirm **Day 5:** Adding word problems with manipulatives	**All a Part of Nature** **Under Your Feet** **Reading in Science** **Song:** *What's Under Your Feet?*	**Where Do Plants and Animals Live?** **Plant and Animal Habitats**	**Social-Emotional:** Look How You're Growing (Grow to Independence) (Mister Rogers) **Flip Chart:** Making Fair Choices **Social-Emotional Book:** *I Have More Feelings (scared)* **Health and Safety:** Helping the Environment	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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Unit 8, Week 3 **Nature**	**Alphabet Review** **Phonemic Awareness:** Delete onset (no pictures) **Print Awareness:** Text Forms and Functions **High-Frequency Word:** you **My Word Book (Book 8)**	***What Makes the Seasons?*** by Megan Montague Cash ***Raindrop, Plop!*** by Pam Papparone **Classic Tale:** ***Grandmother Spider Brings the Sun***	**Adding** **Day 1:** Adding **Day 2:** Addition and subtraction word problems **Day 3:** Addition and subtraction word problems **Day 4:** Addition and subtraction word problems **Day 5:** Addition and subtraction word problems	**All a Part of Nature** **The Seasons** **Song:** *The Seasons*	**Where Do Plants and Animals Live?** **Comparing Weather in Different Places** **Reading in Social Studies**	**Social-Emotional:** How You're Growing (Mister Rogers) **Flip Chart:** How Can I Show Good Teamwork? **Social-Emotional Book:** *I Have More Feelings (jealous)* **Health and Safety:** Safety in Weather	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 8, Week 4 **Nature**	**Alphabet Review** **Phonemic Awareness:** Review **Print Awareness:** Review **High-Frequency Word:** you **Theme Book 6: What Do You See?**	**Teacher's Choice** **Classic Tale:** ***Foolish Timid Rabbit***	**Math Review** **Day 1:** Shapes **Day 2:** Counting to 30 **Day 3:** Numerals **Day 4:** Addition **Day 5:** Subtraction	**All a Part of Nature** **Taking Care of Earth**	**Fieldtrip: A Zoo**	**Social-Emotional:** How You're Growing (Mister Rogers) **Flip Chart:** How Do I Act in Class?	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes) **3-Year-Olds and Extra Support (developmentally appropriate practices)** Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas) **English Learners (building oral language and vocabulary)** Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD

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WORLD OF Wonders

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
Get Ready For Kindergarten **(focus on assessment, and classroom routines and procedures)** **Use K Common Core Standards Skills for instruction**	**Alphabet Assess** **Phonemic Awareness:** Assess **Print Awareness:** Assess **High-Frequency Words:** with, for **My Word Book (Book 10)** **Theme Book 9: Ready for Kindergarten**	***WEEK 1:*** ***Dr. Seuss's ABC*** *by Dr. Seuss* ***Classic Tale: The Tortoise and the Hare*** ***WEEK 2:*** ***I Know a Lot of Things*** *by Ann and Paul Rand* ***Nursery Rhyme: Jack Be Nimble***	**Math Assessment** **1.** Counting (Item 21—how high can you count; Items 22-23—How many do I have?; Item 24—Match quantities; Item 25—count objects and recall numbers) **2.** Comparing and Ordering Numbers (Item 26—ordinal numbers; Item 27—comparing amounts) **3.** Recognizing Numbers and Subitizing (Item 28—How many?) **4.** Numerals (Item 29—1-5) **5.** Comparing and Ordering Numbers (Item 30—put numerals in order) **6.** Counting (Item 31—count to 10 starting at 4) **7.** Comparing and Ordering Numbers (Item 32—which is bigger?) **8.** Comparing Shapes (Item 33—match and sort shapes) **9.** Recognizing Shapes (Item 34—recognize shapes by name) **10.** Patterns (Item 35—create patterns)	**Motion and Energy** **How Things Move** **Reading in Science** **Song:** *Push and Pull*	**Growing Up: What Our Bodies Need** **Exercise Is Fun** **Fieldtrip: Doctor's Office**	**Literacy Through Music:** Teddy Bear **Social-Emotional:** New Experiences (Going New Places, My First Day) (Mister Rogers) **Health and Safety:** Get a Checkup	**Transitional K and Advanced Learners (Kindergarten Standards coverage)** Assessment **3-Year-Olds and Extra Support (developmentally appropriate practices)** Assessment **English Learners (building oral language and vocabulary)** Assessment (including 2 wordless books for language assessment) **Adaptations for Children with special Needs** Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
My Favorite Themes **Themes include:** • **Author and Illustrator Study: Eric Carle** • **Dinosaurs** • **Thanksgiving (and other celebrations)** • **Seasons** • **"My Favorite Theme" Template** • Blank template for "My Favorite Theme" helps teachers structure their own mini-units	**Theme Book 10: Happy Thanksgiving!**	***The Mixed-Up Chameleon*** *by Eric Carle* ***Tap the Magic Tree*** *by Christie Matheson* ***If the Dinosaurs Came Back*** *by Bernard Most* ***Thank You, Thanksgiving*** *by David Milgrim* **PreK Classroom Library includes titles such as:** ***Harry the Dirty Dog*** *by Gene Zion* ***Bee Bim Bop*** *by Linda Sue Park* **And other favorites!**					