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# LESTER C. NOECKER SCHOOL

## ROSELAND SCHOOL DISTRICT

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# Preschool Curriculum

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Approved by the Roseland Board of Education September 2018

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With special appreciation to

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## **Mission**

The Roseland Preschool Program curriculum, developed in cooperation with the West Essex Consortium, is based on the principles specified in the New Jersey Department of Education document, *Preschool Teaching and Learning Expectations: Standards of Quality*. The Department of Education developed and published the *Early Childhood Program Expectations: Standards of Quality* (now called *Preschool Teaching and Learning Expectations: Standards of Quality*) as guidance to teachers who work with young children. In 2014, the State Board of Education adopted the revised *Preschool Teaching and Learning Expectations: Standards of Quality*. Childhood experiences in school have a significant impact upon both academic and social learning. These crucial early years of schooling set the stage for a positive transition to kindergarten. The Roseland Preschool Program recognizes and respects developmental differences and seeks to teach children that they are "more alike than different."

## **Vision**

The Roseland Preschool Program incorporates developmentally appropriate practices that are based on knowledge about how children learn and develop. As always, variations in educational growth occur, and program staff support individual variations in children's learning and development. This curriculum is defined as an educational philosophy for achieving desired educational outcomes through the presentation of an organized scope and sequence of activities utilizing a variety of appropriate instructional materials.

All children demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences. Each preschool child manifests his or her learning abilities, learning style, and learning preferences in a unique manner. Therefore, at times, adaptations and/or accommodations are needed.

## **Assessments**

The primary purpose of assessment in the preschool program is to assist in the development of appropriate classroom activities for individuals and groups of children. Preschool assessment procedures include:

- Ongoing intentional observation
- Skills assessment
- Developmental screen (if indicated)

## **Learning Environment**

Participation within the inclusive preschool class quite often results in children developing greater empathy and understanding of differences among students. A supportive preschool learning environment promotes the development of children's critical thinking skills; fosters awareness of diversity and multiculturalism; and supports enthusiasm and engagement as the cornerstones of approaches to learning. The environment must nurture children's capacity to engage deeply in individual and group activities and projects. Such an environment is created through interactions with indoor and outdoor environments that offer opportunities for children to set goals and persist in following through with their plans while acquiring new knowledge and skills through purposeful play.

Carefully planned instruction, materials, furnishings, and daily routines must be complemented by an extensive range of interpersonal relationships (adults with children, adults with adults, and children with children). In this setting, each child's optimal development across every domain (e.g., language, social, physical, cognitive, and social-emotional) will be supported, sustained, extended and enhanced.

## **Daily Routines**

- Encourage the development of self-confidence by offering children multiple opportunities to make choices, such as deciding projects, selecting centers, or inviting classmates to be a part of an activity.
- Encourage curiosity, problem-solving, and the generation of ideas and fantasy through exploration.
- Have flexibility to meet individual needs and provide opportunities for the success of all children (e.g., younger children with short attention spans are not forced to remain for long periods of time in a whole-group activity, children with disabilities are offered modifications and adaptations to meet their individualized needs).
- Encourage and model the use of language in different social groups and situations.
- Stimulate questioning and discussion during all activities.
- Provide opportunities for music and movement (ie. brain breaks, choral singing, rhymes & fingerplays)
- Include the use of technology, such as computers and smart boards with age-appropriate software, to enhance the development of critical thinking skills.

## Preschool: On-going instruction

Standards and categories covered on this page are on-going throughout the year. Teachers are encouraging social/emotional development, developing visual and performing arts, and addressing approaches to learning on a daily basis. These standards are often addressed in conjunction with other subject areas.

## Social and Emotional Development

Summary : Young children develop the social and emotional competencies they need to fully immerse themselves in the preschool day and become successful learners.

### Standards

- 0.1: Children demonstrate self-confidence
- 0.2: Children demonstrate self-direction
- 0.3: Children identify and express feelings
- 0.4: Children exhibit positive interactions with other children and adults
- 0.5: Children exhibit positive social behaviors

### Assessments

- Self-assessment
- Teacher observation

### Enduring Understandings

- Follow daily routines
- Shows pride in work
- Uses “I” statements to express themselves
- Compliments others, shares, use manners, takes turns

### Resources

- Social/emotional literature
- Teacher based modeling

## Visual & Performing Arts

Summary: Young children use the creative arts as a strategy for learning about local communities, different cultures, and other content.

### Standards

- 1.1: Children express themselves through creative movement and dance
- 1.2: Children develop an appreciation of music
- 1.3: Express themselves and develop an appreciation of dramatic play and storytelling
- 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

### Assessments

- Completed projects
- Teacher observations
- Class participation

### Enduring Understandings

- Role play
- Facilitated games and activities

### Resources

- Music (Dr. Jean, HWT, Greg and Steve, etc.)

## Approaches to Learning

Summary: Behaviors and attitudes that show *how* children learn, not just *what* they learn.

### Standards

- 9.1 Demonstrate initiative, engagement, and persistence
- 9.2 Children show creativity and imagination
- 9.3 Children identify and solve problems
- 9.4 Children apply what they have learned to new situations.

### Assessments

- Teacher observations

### Enduring Understandings

- Free play
- Teacher facilitated activities and interactions
- Center based activities

### Resources

- Classroom toys
- Dramatic play
- Teacher created materials
- STEAM materials

## Preschool: Health, Safety, and Physical Education

Summary: Encourage children’s sense of self and support their emerging independence.

### Standards & Assessments

- 2.1 Develop self-help and personal hygiene skills
- 2.2 Develop knowledge and skills to make nutritious food choices
- 2.3 Begin to develop an awareness of potential hazards in their environment
- 2.4 Develop competence and confidence in activities that require gross and fine motor skills

#### Assessment Options:

- Participation in gross and fine motor activities
- Completion of independent tasks

### Understandings

#### Enduring Understandings:

- Using the bathroom, washing hands, opening/closing items
- Follow daily routines including arrival and departure
- Encourage healthy choices within various activities
- School safety drills
- Classroom rules and safety skills
- Participate in various gross and fine motor activities

#### Essential Questions:

- What are some ways to stay healthy?
- What comes next?
- What food do you think would be the best choice given options?
- Do you know what we should do in case we have a fire/lock down/shelter in place drill?
- What would be a good choice?
- Can you do \_\_\_\_\_ (fine or gross motor movement)?

### Activities & Resources

#### Suggested Activities

- Daily classroom routines
- Snack time
- School safety drills
- Physical Education class
- Playground
- Manipulatives
- Brain Breaks
- Handwriting, coloring, cutting, gluing

- Songs (Greg and Steve, Dr. Jean, HWT)
- Go Noodle
- Fine Motor Games (tweezers, tongs, lacing, puzzles, beads, legos, dot markers)
- Gross Motor Games (bean bags, ball, scooters, floor spots)
- “Healthy Eating with MyPlate” Books

## Preschool: English Language Arts - READING

**Summary:** Develop emergent reading, emergent writing, listening and speaking, foundational skills and language.

### Standards & Assessments

RL 1-3 Key Ideas and Details  
RL 4-6 Craft and Structure  
RL 7 & 9 Integration of knowledge of Ideas  
RL 10 Range of reading and level of text complexity

RI 1-3 Key Ideas and Details  
RI 4-6 Craft and Structure  
RI 7 Integration of knowledge of Ideas  
RI 10 Range of reading and level of text complexity

RF 1a-d Print Concepts  
RF2a-3 Phonological Awareness  
RF3a-d Phonics and word recognition  
RF4 Fluency

#### Assessment Options:

- Class participation / discussions & responses
- Compare and contrast using graphic organizers
- Collaborative shared writing piece
- Completion of independent projects
- Informal [checklist](#) and observations

### Understandings

#### RL Enduring Understandings:

- Identify key story elements including character, setting, major events, author and illustrator.
- Answer simple comprehension questions.
- Compare and contrast texts.
- Retell familiar stories with prompting.

#### RI Enduring Understandings:

- Identify key story elements including the main idea and supporting details.
- Compare and contrast texts.
- Higher level thinking questions

#### RF Enduring Understandings:

- Recognize text in print
- Track text

#### RL Essential Questions:

- Wh questions related to given text
- How are texts alike and different?
- Can you tell what happened in this story? Beginning, middle, and end.

#### RI Essential Questions:

- Wh questions related to given text
- How are texts alike and different?
- Can you tell what happened in the story?
- Beginning, middle, and end

#### RF Essential Questions:

- Can you point/find \_\_\_\_\_?
- Where do you start?
- Do \_\_\_\_ and \_\_\_\_ rhyme?
- What rhymes with \_\_\_\_?
- How many sounds do you hear in that

<ul style="list-style-type: none"> <li>- Recognize and produce simple rhymes</li> <li>- Segment word syllables</li> <li>- Recognize letter sounds</li> <li>- Name and letter recognition</li> <li>- Engages in text</li> </ul>	<p>word?</p> <ul style="list-style-type: none"> <li>- What sound does letter ____ make?</li> <li>- Where is your name?</li> <li>- What letter is this?</li> <li>- Can you show me how you hold a book?</li> </ul>
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## Activities & Resources

<p>Suggested Activities</p> <ul style="list-style-type: none"> <li>● Class discussions</li> <li>● Read-alouds</li> <li>● Poster Rhymes</li> <li>● On-line story</li> <li>● Word play</li> <li>● Name plates</li> <li>● Letter scramble</li> </ul>	<ul style="list-style-type: none"> <li>● ABC mouse</li> <li>● Starfall</li> <li>● Foundations/Wilson/OG/PAF cards</li> <li>● Puzzles/games</li> <li>● Lakeshore activities</li> </ul>
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## Preschool: English Language Arts - WRITING

Summary: Develop emergent reading, emergent writing, listening and speaking, foundational skills and language.

## Standards & Assessments

<p>W 1 &amp; 2 Text types and purposes  W 5 &amp; 6 Production and distribution of writing  W 7 &amp; 8 Research to Build Knowledge</p> <p>SL 1 a-b, 2, 3 Comprehension and Collaboration  SL 4-6 Presentation of Knowledge and Ideas</p> <p>L 1 a-f, 2 a-d, 3 Conventions of Standard English  L 4 a-b, 5 a-d, 6 Vocabulary acquisition and use</p>	<p>Assessment Options:</p> <ul style="list-style-type: none"> <li>- Class participation / discussions &amp; responses</li> <li>- Collaborative shared writing piece</li> <li>- Completion of independent projects</li> <li>- Teacher selected assessment(s)</li> </ul>
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## Understandings

<p>W Enduring Understandings:</p> <ul style="list-style-type: none"> <li>- Uses with or without guidance drawings, dictation, scribble writing, letter-strings,</li> </ul>	<p>W Essential Questions:</p> <ul style="list-style-type: none"> <li>- Tell me about _____.</li> <li>- Tell your peers about _____</li> </ul>
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<p>or invented spelling to share a preference/opinion/information/real or imagined event</p> <ul style="list-style-type: none"> <li>- Participate in shared writing</li> </ul> <p>SL Enduring Understandings:</p> <ul style="list-style-type: none"> <li>- Participate in conversational turn taking</li> <li>- Ask and answer questions</li> <li>- Use words to express thoughts and ideas</li> </ul> <p>L Enduring Understandings:</p> <ul style="list-style-type: none"> <li>- Use conventions of standard English grammar when speaking during interactions, reading and writing.</li> <li>- Introduce new vocabulary.</li> </ul>	<p>SL Essential Questions:</p> <ul style="list-style-type: none"> <li>- Wh questions</li> <li>- Tell me about _____</li> </ul> <p>L Essential Questions:</p> <ul style="list-style-type: none"> <li>- Tell me what does/doesn't belong</li> <li>- Tell me a different name for _____</li> </ul>
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## Activities & Resources

<p>Suggested Activities</p> <ul style="list-style-type: none"> <li>● Fine motor writing journals</li> <li>● Handwriting Without Tears</li> <li>● Free/dramatic play</li> <li>● Self directed social activities</li> <li>● Circle/calendar time</li> <li>● Project based activities</li> </ul>	<ul style="list-style-type: none"> <li>● Handwriting Without Tears material/app</li> <li>● Writing Apps/ computer based games</li> <li>● Games</li> <li>● Teacher created materials</li> </ul>
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## Preschool: Mathematics

Summary: Support children's natural, spontaneous interactions with math in the world around them by featuring a wide variety of ongoing mathematical opportunities.

## Standards & Assessments

<p>4.1 Understands numbers and counting</p> <p>4.2 Beginning to understand numerical operations</p> <p>4.3 Understand measurable attributes of objects and how to measure them</p> <p>4.4 Develop spatial and geometric sense</p>	<p>Assessment Options:</p> <ul style="list-style-type: none"> <li>- Class participation / discussions &amp; responses</li> <li>- Compare and contrast using various math manipulatives</li> <li>- Completed graphs</li> <li>- Completion of center based activities</li> </ul>
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## Understandings

### Enduring Understandings:

- Count and identify numbers / 1:1 correspondence
- Compare and contrast amounts (more/less/equal) and sets of numbers
- Compare and contrast sizes
- Positional words / ordinal numbers
- Identify and sort shapes and colors

### Essential Questions:

- How many?
- Who has more/less/equal?
- Which one is small/medium/large?
- Where is \_\_\_\_? (positional words)
- Can you sort by \_\_\_\_\_?(color, shape, size, attribute)

## Activities & Resources

### Suggested Activities

- Calendar skills
- Seasonal/ theme based counting, sorting, comparison, shapes, and color activities.

- Listening and Following Directions Interactive Lakeshore DVD
- Everyday Math program and materials
- Catch to Learn Number Recognition Interactive Lakeshore DVD

## Preschool: Science

Summary: Young children first construct scientific knowledge by using their senses to interact with their environment and make sense of the world around them through investigation, observation, and inquiry.

## Standards & Assessments

- 5.1 develop inquiry skills
- 5.2 investigate matter and energy
- 5.3 investigate living things
- 5.4 investigate the Earth
- 5.5 use basic science tools and technology

### Assessment Options:

- Class participation / discussions & responses
- Compare and contrast using graphic organizers
- Collaborative shared writing piece
- Completion of independent projects

## Understandings

### Enduring Understandings:

- Learn how and when to apply the 5 senses

### Essential Questions:

- What are the five senses?
- What is the weather today?

<ul style="list-style-type: none"> <li>- Observe and record daily weather</li> <li>- Differentiate between living and non-living things</li> <li>- Describe changes in matter</li> </ul>	<ul style="list-style-type: none"> <li>- What are the characteristics of a living thing?</li> <li>- How does this look different? (after time lapsed)</li> </ul>
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**Activities & Resources**

<p>Suggested Activities</p> <ul style="list-style-type: none"> <li>● 5 senses: experiment with applesauce</li> <li>● Dress the weather bear</li> <li>● Life Cycles and parts of... apples, pumpkins, plants, butterflies</li> <li>● Seasons (Earth &amp; matter: make ice pops)</li> <li>● Sink and Float experiments</li> <li>● Fossils: freeze toy animals in water</li> </ul>	<ul style="list-style-type: none"> <li>● Lakeshore learning: All About Life Science DVDs</li> <li>● Scholastic: My Big World</li> <li>● Various picture books / informational text</li> <li>● Realistic items when possible (leaves, pumpkins, dirt, ice, etc)</li> <li>● Sensory table</li> <li>● Binoculars, rulers, magnifying lens</li> <li>● SmartBoard</li> </ul>
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**Preschool: Social Studies, Family, and Life Skills**

Summary: The preschool classroom begins with cultivating all children’s understanding of themselves and their place in their family and community, and world.

**Standards & Assessments**

<p>6.1 Identify characteristics of people          6.2 Contributing members of classroom community          6.3 Knowledge of neighborhood and community          6.4 Awareness of cultures around them</p>	<p><u>Assessment Options:</u></p> <ul style="list-style-type: none"> <li>- Class participation / discussions &amp; responses</li> <li>- Compare and contrast using graphic organizers</li> <li>- Collaborative shared writing piece</li> <li>- Completion of independent projects</li> </ul>
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**Understandings & Questions**

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>- Identify body parts and placement</li> <li>- Awareness of physical differences</li> <li>- Participate in classroom jobs/responsibilities</li> <li>- Describe the role of community helpers</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- Where is your _____?</li> <li>- What are ways that people are different and how are they similar?</li> <li>- What are your responsibilities in the classroom?</li> </ul>
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- Explore different holiday traditions	- Who are the people who can help you? - Which holidays does your family celebrate? Compare/contrast to others.
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**Activities & Resources**

<p>Suggested Activities</p> <ul style="list-style-type: none"> <li>• Graphing body parts, Simon Says, head shoulders knees and toes, self-portrait, <a href="#">Mat Man</a></li> <li>• Maintain job chart responsibilities</li> <li>• Role play different community helpers</li> <li>• Parent volunteers to share traditions</li> </ul>	<ul style="list-style-type: none"> <li>- Multicultural books</li> <li>- World map / globe</li> <li>- Lakeshore Community Helper kit (environmental sounds &amp; pictures CD)</li> <li>- HWT manipulatives</li> <li>- Various picture books / informational text</li> </ul>
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**Preschool: World Languages & Technology**

<p><u>Summary World Language:</u> Develop an understanding of languages other than their own.</p> <p><u>Summary Technology:</u> Use technology to offer versatile learning tools that can support children’s development in all domains.</p>
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**Standards & Assessments**

<p>WL 7.1 Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.</p> <p>T 8.1 Navigate simple on screen menus T 8.2 Use electronic devices independently T 8.3 Begin to use electronic devices to communicate T 8.4 Use common technology vocabulary T 8.5 Begin to use electronic devices to gain information.</p>	<p>Assessment Options:</p> <ul style="list-style-type: none"> <li>- Class participation</li> <li>- Completion of independent projects</li> <li>- Trial and error / “cold probe”</li> </ul>
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**Understandings & Questions**

Enduring Understandings:	Essential Questions:
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<ul style="list-style-type: none"> <li>- WL say simple words and phrases in various languages</li> <li>- T use electronic devices for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>- WL “How do you say ____ in _____?”</li> <li>- T “How do you turn it on?”</li> <li>- Can you locate your name?</li> </ul>
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**Activities & Resources**

<p>Suggested Activities</p> <ul style="list-style-type: none"> <li>● WL spanish</li> <li>● T smartboard, ipads, computers</li> <li>● Circle time activities</li> <li>● KidPix</li> <li>● Sign language</li> </ul>	<p>WL: Multicultural literature and songs</p> <p>T: Kidpix Riverdeep</p>
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## Preschool Curriculum Sample Pacing Chart

Month	<u>On-Going Learning experiences</u>	<u>Language Arts</u>	<u>Math</u>	<u>Science</u>	<u>Social Studies / Family</u>
Sept.	<p>Social / Emotional</p> <ul style="list-style-type: none"> <li>• Self Help Skills</li> <li>• Classroom responsibilities</li> <li>• Self-regulation</li> </ul> <p>Visual &amp; Performing Arts</p> <ul style="list-style-type: none"> <li>• Imaginary play areas</li> <li>• Music and movement</li> <li>• Arts and Crafts</li> </ul> <p>Approaches to Learning</p> <ul style="list-style-type: none"> <li>• Work stations</li> <li>• Peer partners</li> <li>• Whole group, small group, individual</li> </ul> <p>World Language / Technology</p> <ul style="list-style-type: none"> <li>• ABC's in Sign Language</li> <li>• SMARTboard</li> <li>• Technology Class</li> </ul>	<p>Literature</p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Poems</li> </ul> <p>Informational</p> <ul style="list-style-type: none"> <li>• Texts that support the science and ss topics</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Names</li> </ul> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>• ABC order</li> </ul> <p>Foundational Skills</p> <ul style="list-style-type: none"> <li>• Letter of the Week</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Various vocabulary terms</li> </ul>	<p>Numbers &amp; counting</p> <p>Patterns</p>	<p>Apples</p> <p>Colors</p> <p>Shapes</p>	<p>Classroom routines</p> <p>All About Me</p> <p>Friendship</p> <p>Body Awareness</p> <p>Feelings</p>
Oct.	<p>Social / Emotional</p> <ul style="list-style-type: none"> <li>• Self Help Skills</li> <li>• Classroom responsibilities</li> <li>• Self-regulation</li> </ul> <p>Visual &amp; Performing Arts</p> <ul style="list-style-type: none"> <li>• Imaginary play areas</li> <li>• Music and movement</li> <li>• Arts and Crafts</li> </ul> <p>Approaches to Learning</p> <ul style="list-style-type: none"> <li>• Work stations</li> <li>• Peer partners</li> <li>• Whole group, small group, individual</li> </ul> <p>World Language / Technology</p> <ul style="list-style-type: none"> <li>• SMARTboard</li> <li>• Technology Class</li> </ul>	<p>Literature</p> <ul style="list-style-type: none"> <li>• Texts that support the weekly letter or theme</li> </ul> <p>Informational</p> <ul style="list-style-type: none"> <li>• Texts that support the science and ss topics</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Letter writing (HWT)</li> </ul> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>• Comprehension through oral responses and following directions</li> </ul> <p>Foundational Skills</p>	<p>Numbers &amp; counting</p> <p>Patterns</p> <p>Sorting</p> <p>Graphing</p>	<p>Pumpkins</p> <p>Life Cycles</p>	<p>Community helpers</p> <p>Fire Safety</p>

		<ul style="list-style-type: none"> <li>Letter of the Week</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>Various vocabulary terms</li> </ul>			
Nov.	<p>Social / Emotional</p> <ul style="list-style-type: none"> <li>Self Help Skills</li> <li>Classroom responsibilities</li> <li>Self-regulation</li> </ul> <p>Visual &amp; Performing Arts</p> <ul style="list-style-type: none"> <li>Imaginary play areas</li> <li>Music and movement</li> <li>Arts and Crafts</li> </ul> <p>Approaches to Learning</p> <ul style="list-style-type: none"> <li>Work stations</li> <li>Peer partners</li> <li>Whole group, small group, individual</li> </ul> <p>World Language / Technology</p> <ul style="list-style-type: none"> <li>ABC's in Sign Language</li> <li>SMARTboard</li> <li>Technology Class</li> <li></li> </ul>	<p>Literature</p> <ul style="list-style-type: none"> <li>Texts that support the weekly letter or theme</li> </ul> <p>Informational</p> <ul style="list-style-type: none"> <li>American Education Week</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Letter writing (HWT)</li> </ul> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>Comprehension through oral responses and following directions</li> </ul> <p>Foundational Skills</p> <ul style="list-style-type: none"> <li>Letter of the Week</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>Various vocabulary terms</li> </ul>	<p>Numbers and counting</p> <p>1:1 correspondence</p> <p>Number naming</p> <p>Shape Study</p>	<p>Fall; leaves</p> <p>Turkeys</p> <p>Seasons</p> <p>Animals</p>	<p>Family visits/sharing</p> <p>Thanksgiving</p> <p>Veteran's Day</p>
Dec.	<p>Social / Emotional</p> <ul style="list-style-type: none"> <li>Self Help Skills</li> <li>Classroom responsibilities</li> <li>Self-regulation</li> </ul> <p>Visual &amp; Performing Arts</p> <ul style="list-style-type: none"> <li>Imaginary play areas</li> <li>Music and movement</li> <li>Arts and Crafts</li> </ul> <p>Approaches to Learning</p> <ul style="list-style-type: none"> <li>Work stations</li> <li>Peer partners</li> <li>Whole group, small group, individual</li> </ul> <p>World Language / Technology</p>	<p>Literature</p> <ul style="list-style-type: none"> <li>Texts that support the weekly letter or theme</li> </ul> <p>Informational</p> <ul style="list-style-type: none"> <li>Texts that support the science and ss topics</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Letter writing (HWT)</li> </ul> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>Comprehension through oral</li> </ul>	<p>Numbers and Counting</p> <p>More or less</p>	<p>Hibernation</p>	<p>Holidays</p> <p>Family Traditions</p>

	<ul style="list-style-type: none"> <li>• ABC's in Sign Language</li> <li>• SMARTboard</li> <li>• Technology Class</li> </ul>	<p>responses and following directions</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> <li>• Letter of the Week</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Various vocabulary terms</li> </ul>			
Jan.	<p>Social / Emotional</p> <ul style="list-style-type: none"> <li>• Self Help Skills</li> <li>• Classroom responsibilities</li> <li>• Self-regulation</li> </ul> <p>Visual &amp; Performing Arts</p> <ul style="list-style-type: none"> <li>• Imaginary play areas</li> <li>• Music and movement</li> <li>• Arts and Crafts</li> </ul> <p>Approaches to Learning</p> <ul style="list-style-type: none"> <li>• Begin homework</li> <li>• Mid-year assessments</li> <li>• Work stations</li> <li>• Peer partners</li> <li>• Whole group, small group, individual</li> </ul> <p>World Language / Technology</p> <ul style="list-style-type: none"> <li>• ABC's in Sign Language</li> <li>• SMARTboard</li> <li>• Technology Class</li> </ul>	<p>Literature</p> <ul style="list-style-type: none"> <li>• Texts that support the weekly letter or theme</li> </ul> <p>Informational</p> <ul style="list-style-type: none"> <li>• Texts that support the science and ss topics</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Letter writing (HWT)</li> </ul> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>• Comprehension through oral responses and following directions</li> </ul> <p>Foundational Skills</p> <ul style="list-style-type: none"> <li>• Letter of the Week</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Various vocabulary terms</li> </ul>	<p>Numbers and Counting</p> <p>Positional words &amp; size comparison</p>	<p>Snowmen</p> <p>Polar Bears, penguins, arctic animals</p> <p>Properties of Matter (Freezing/Melting)</p>	<p>MLK</p> <p>Peace</p>
Feb.	<p>Social / Emotional</p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Character Education Week</li> <li>• Classroom responsibilities</li> <li>• Self-regulation</li> </ul> <p>Visual &amp; Performing Arts</p> <ul style="list-style-type: none"> <li>• Imaginary play areas</li> <li>• Music and movement</li> <li>• Arts and Crafts</li> </ul> <p>Approaches to Learning</p> <ul style="list-style-type: none"> <li>• Work stations</li> <li>• Peer partners</li> </ul>	<p>Literature</p> <ul style="list-style-type: none"> <li>• Texts that support the weekly letter or theme</li> </ul> <p>Informational</p> <ul style="list-style-type: none"> <li>• Texts that support the science and ss topics</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Letter writing (HWT)</li> </ul> <p>Speaking and Listening</p>	<p>Numbers and Counting</p> <p>Positional words &amp; size comparison</p>		<p>Valentines Day,</p> <p>Groundhog Day,</p> <p>Chinese New Year</p> <p>Dental Health</p> <p>Presidents</p>

	<ul style="list-style-type: none"> <li>• Whole group, small group, individual</li> </ul> World Language / Technology <ul style="list-style-type: none"> <li>• ABC's in Sign Language</li> <li>• SMARTboard</li> <li>• Technology Class</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension through oral responses and following directions</li> </ul> Foundational Skills <ul style="list-style-type: none"> <li>• Letter of the Week</li> </ul> Language <ul style="list-style-type: none"> <li>• Various vocabulary terms</li> </ul>			
March	Social / Emotional <ul style="list-style-type: none"> <li>• Self Help Skills</li> <li>• Classroom responsibilities</li> <li>• Self-regulation</li> </ul> Visual & Performing Arts <ul style="list-style-type: none"> <li>• Imaginary play areas</li> <li>• Music and movement</li> <li>• Arts and Crafts</li> </ul> Approaches to Learning <ul style="list-style-type: none"> <li>• Work stations</li> <li>• Peer partners</li> <li>• Whole group, small group, individual</li> </ul> World Language / Technology <ul style="list-style-type: none"> <li>• ABC's in Sign Language</li> <li>• SMARTboard</li> <li>• Technology Class</li> </ul>	Literature <ul style="list-style-type: none"> <li>• Lamb and Lion</li> <li>• Dr. Seuss</li> </ul> Informational <ul style="list-style-type: none"> <li>• Texts that support the science and ss topics</li> </ul> Writing <ul style="list-style-type: none"> <li>• Why we are lucky</li> </ul> Speaking and Listening <ul style="list-style-type: none"> <li>• Read-across America</li> </ul> Foundational Skills <ul style="list-style-type: none"> <li>• Letter of the Week</li> </ul> Language <ul style="list-style-type: none"> <li>• Rhyming</li> </ul>	Numbers and Counting Sorting by more than one attribute	Spring Weather Rainbows	St. Patrick's Day Mardi Gras
April	Social / Emotional <ul style="list-style-type: none"> <li>• Self Help Skills</li> <li>• Classroom responsibilities</li> <li>• Self-regulation</li> </ul> Visual & Performing Arts <ul style="list-style-type: none"> <li>• Imaginary play areas</li> <li>• Music and movement</li> <li>• Arts and Crafts</li> </ul> Approaches to Learning <ul style="list-style-type: none"> <li>• Work stations</li> <li>• Peer partners</li> <li>• Whole group, small group, individual</li> </ul> World Language / Technology	Literature <ul style="list-style-type: none"> <li>• Texts that support the weekly letter or theme</li> </ul> Informational <ul style="list-style-type: none"> <li>• Texts that support the science and ss topics</li> </ul> Writing <ul style="list-style-type: none"> <li>• Letter writing (HWT)</li> </ul> Speaking and Listening <ul style="list-style-type: none"> <li>• Comprehension through oral</li> </ul>	Numbers and Counting Ordering numbers	Earth Day Arbor Day April Showers Planting Weather	Easter/Passover

	<ul style="list-style-type: none"> <li>• ABC's in Sign Language</li> <li>• SMARTboard</li> <li>• Technology Class</li> </ul>	<p>responses and following directions</p> <p>Foundational Skills</p> <ul style="list-style-type: none"> <li>• Letter of the Week</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Various vocabulary terms</li> </ul>			
May	<p>Social / Emotional</p> <ul style="list-style-type: none"> <li>• Self Help Skills</li> <li>• Classroom responsibilities</li> <li>• Self-regulation</li> </ul> <p>Visual &amp; Performing Arts</p> <ul style="list-style-type: none"> <li>• Imaginary play areas</li> <li>• Music and movement</li> <li>• Arts and Crafts</li> </ul> <p>Approaches to Learning</p> <ul style="list-style-type: none"> <li>• Work stations</li> <li>• Peer partners</li> <li>• Whole group, small group, individual</li> </ul> <p>World Language / Technology</p> <ul style="list-style-type: none"> <li>• ABC's in Sign Language</li> <li>• SMARTboard</li> <li>• Technology Class</li> </ul>	<p>Literature</p> <ul style="list-style-type: none"> <li>• Texts that support the weekly letter or theme</li> </ul> <p>Informational</p> <ul style="list-style-type: none"> <li>• Texts that support the science and ss topics</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Letter writing (HWT)</li> </ul> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>• Comprehension through oral responses and following directions</li> </ul> <p>Foundational Skills</p> <ul style="list-style-type: none"> <li>• Letter of the Week</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Various vocab.</li> </ul>	Numbers and Counting Numbers 11-20	<p>Butterflies</p> <p>Flowers: parts and cycle</p> <p>Ladybugs/insects</p> <p>Frogs</p> <p>Indoor planting then outdoor Gardening</p>	Mother's Day Memorial Day
June	<p>Social / Emotional</p> <ul style="list-style-type: none"> <li>• Self Help Skills</li> <li>• Classroom responsibilities</li> <li>• Self-regulation</li> </ul> <p>Visual &amp; Performing Arts</p> <ul style="list-style-type: none"> <li>• Imaginary play areas</li> <li>• Music and movement</li> <li>• Arts and Crafts</li> </ul> <p>Approaches to Learning</p> <ul style="list-style-type: none"> <li>• Graduation/Move Up Ceremony (ABC Rock, Number Rock, Months of Year</li> </ul>	<p>Literature</p> <ul style="list-style-type: none"> <li>• Texts that support the weekly letter or theme</li> </ul> <p>Informational</p> <ul style="list-style-type: none"> <li>• Texts that support the science and ss topics</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Letter writing (HWT)</li> </ul> <p>Speaking and Listening</p>	Numbers and Counting Ordinal numbers	<p>Indoor planting then outdoor gardening</p> <p>Summer / beach</p>	<p>Family Picnic-bring things to share</p> <p>Father's Day</p> <p>Flag Day</p>

	<p>Song, Patriotic Songs, Movie Songs)</p> <p>World Language / Technology</p> <ul style="list-style-type: none"> <li>• ABC's in Sign Language</li> <li>• SMARTboard</li> <li>• Technology Class</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension through oral responses and following directions</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Various vocabulary terms</li> </ul>			
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