






2016-2017 weekly Themes


Date	Theme	Letter	Skills	Books	STEM Project	CEOGC
Aug. 29 – Sept. 2	<i>My School and Me</i> School rules and routines		Procedural Lessons PATHS	-I am Absolutely Too Small For School -How Do Dinosaurs Go To School -The Kissing Hand -The Night Before Preschool -First Day Jitters -Preschool Day, Hooray -Maisy Goes to Preschool -Splat the Cat -Chou Goes to School -Boomer Goes to School -It's Time for Preschool		
Sept. 5 – Sept. 9	<i>My School and Me</i> School rules and routines Sept.5, Labor Day No School		Procedural Lessons PATHS	-Oh How I wish I could Read. -Clifford's First School Day -The Rules -No David -Manners in the Lunchroom -Toney Baloney School Rules -What if Everybody Did That? -How Do Dinosaurs Stay Safe		
Sept. 12 – Sept. 16	<i>My School and Me</i> My Body Sept. 14 Open House. Early Release		Letter Work: ○ Alphabet (identifying letters) Science: ○ Handwashing ○ Recognize and describe attributes Math: ○ Curved and Straight Lines Literacy: ○ Daily Schedule ○ Respond to text	-Eyes, Nose, Fingers and Toes -Hand, Hand, finger, Thumb -Your Body is awesome -It's My Body -We've all Got belly Buttons -This is my Body -Parts	Create a pasta skeleton. How many "noodles" did you use?	Health and Safety (blue): Read: <i>Bend and Stretch: Learning about your bones and Muscles.</i> Mental Health (pink): Make thumb prints. Use magnifying glass to compare. Dental (yellow): Talk about teeth, and what teeth are used for. Count teeth in our mouths. Draw our smiles.


			<ul style="list-style-type: none"> ○ Discuss illustrations <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Conscious Discipline ○ Safety <p>Big Book: <u>Body Talk in Rhyme; Hands and Fingers</u></p> <p>PATHS: Lesson 1, Circle Rules</p>	<p>-What's Inside my Body</p> <p>-My Bodyworks</p> <p>-My Feet</p> <p>-My Hands</p> <p>-Me and My Amazing Body</p> <p>-The Skeleton Inside You</p>		<p>Multicultural (green): Compare and contrast how we look (height, hair...)</p> <p>Nutrition (orange): Students will create a food face using healthy fruits and vegetables. Discuss how foods help kids grow.</p> 
Sept. 19 – Sept. 23	<i>My School and Me</i> 5 senses		<p>Letter Work:</p> <ul style="list-style-type: none"> ○ Alphabet ○ Match letters <p>Science:</p> <ul style="list-style-type: none"> ○ Sight, hearing, smell, touch, taste ○ Use sense to investigate <p>Math:</p> <ul style="list-style-type: none"> ○ Shapes ○ Positions and directional words <p>Literacy:</p> <ul style="list-style-type: none"> ○ Writing name ○ Identify rhyming words ○ Identifying similar-sounding words Prediction <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Conscious discipline ○ Crossing the street (pedestrian safety) <p>Big Book: <u>Our Senses</u></p> <p>PATHS: Lesson 5 & 6 – We all have Feelings (Happy)</p>	<p>-You Can't Taste a Pickle with your ear</p> <p>-My 5 senses</p> <p>-Look, Listen, Taste, Touch, Smell</p> <p>-I'm exploring with my Senses</p> <p>-The Five senses</p> <p>-You Can't Smell a Flower With Your Ear</p> <p>-You Can't Taste a Pickle with Your Ear</p> <p>-The Sense of Taste</p> <p>-I Feel A Foot</p> <p>-Brown Bear, Brown Bear, What Do You See?</p> <p>-Polar Bear, Polar Bear, What Do You Hear?</p> <p>-Cold, Crunchy Colorful, A Book Using Senses</p> <p>-Big Smelly Bear</p>	<p>Multi-Sensory Jello and Vinegar exploration http://fun-a-day.com/jello-vinegar-multisensory-science-experiment/</p> <p>Need: vinegar, tray to catch water, different colored Jello,</p>	<p>Health and Safety (blue): Talk about using hands to touch, and things that are safe/unsafe to touch</p> <p>Mental Health (pink): Create 5 senses favorite chart. Students name/draw favorites for each sense.</p> <p>Dental (yellow): Discuss "tastes" that are usually good or not good for teeth.</p> <p>Multicultural (green): Using play dough, have kids make set of hand prints. Identify how they are the same or different as others</p> <p>Nutrition (orange): Taste test foods. Label sweet, sour, bitter, etc.</p>
Sept. 26 – Sept. 30	<i>My School and Me</i> My Name	Letter N Name	<p>Letter Work:</p> <ul style="list-style-type: none"> ○ Alphabet ○ Match letters <p>Science:</p> <ul style="list-style-type: none"> ○ Tooth brushing ○ Patterns found in nature <p>Math:</p> <ul style="list-style-type: none"> ○ Positions and directions ○ Left, right, top, bottom ○ Symmetry ○ Circles (shapes) <p>Literacy:</p>	<p>-This is Me</p> <p>-It's Ok to be Different</p> <p>-The Name jar</p> <p>-My Very Own Name</p> <p>-What I like About Me</p> <p>-All About Me</p> <p>-We can't All be rattlesnakes</p> <p>-I Can Be Me</p> <p>-I'm Gonna Like Me</p> <p>-I like Myself</p> <p>-The Skin you Live In</p>	<p>Crystal Names</p> <p>-3 tablespoons of borax per cup of hot water</p>	<p>Health and Safety (blue): Introduce students to first and last names. Tell why it's important to know.</p> <p>Mental Health (pink): Have students find and decorate letters of their name.</p> <p>Dental (yellow): Using an egg carton, turn it upside down, write (or use stickers) letters of name on each "tooth", then practice brushing.</p> <p>Multicultural (green): Have kids look in a mirror and draw a self-portrait.</p>

			<ul style="list-style-type: none"> ○ Body Parts ○ Compound words ○ Rhyming words ○ Compare 2 stories <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Procedures ○ Discuss ways to protect the body <p>Big Book: This Way to PreK PATHS: Lesson 4 – Compliments 1</p>	<p>-Incredible Me -All By Myself -Marvelous Me -ABC, I Like Me -We're Different, We're the Same -I can Be Anything -I'm Like You, You're Like Me</p>		Nutrition (orange): Read: <i>Eating the Alphabet: Fruits and Vegetables</i> by Lois Ehlert Create graph of food they like/don't like
Oct. 3 – Oct. 7	<i>My Family and Friends</i> Who's in your Family?	Review letters and numbers	<p>Science:</p> <ul style="list-style-type: none"> ○ Observe nature <p>Math:</p> <ul style="list-style-type: none"> ○ One-to-one correspondence ○ Counting 1-10 <p>Literacy:</p> <ul style="list-style-type: none"> ○ Family words ○ Rhyming ○ Respond to stories <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Define family ○ Family roles and interaction ○ Compare and contrast families <p>Big Book: <u>Meet My Grandparents</u> PATHS: Lesson 9 – Compliments</p>	<p>-Families, Families, Families -All Families are Special -Me and My Family Tree - The family Book -Who's in My Family -My Funny Family -All Kinds of Families -The Great Big Book of Families -The Relatives Came -This is My Family -Our Granny -Does a Kangaroo Have a Momma too? -What Mom's Can't Do</p>		<p>Health and Safety (blue): Discuss stranger danger, and difference between those in your family and those who aren't. Mental Health (pink): Discuss how different people in your family make you feel, and what they do to make you feel that way Dental (yellow): Take pictures of parents and students as they come into the room showing their "Smiles". Have kids tell how they keep their smiles healthy. Multicultural (green): Bring in a picture of family. Talk about who's in your family Nutrition (orange): Discuss recipes. Share recipes from home.</p>
Oct. 11 – Oct. 14	<i>My Family and Friends</i> Family Homes October 10, PreK/teacher PD day NO students	Letter H Happy Homes; My Neighborhood	<p>Science:</p> <ul style="list-style-type: none"> ○ Build Structures ○ Match animals with their Homes <p>Math:</p> <ul style="list-style-type: none"> ○ Properties of 3D and 2D forms ○ Triangles and quadrilaterals ○ Describe and compare shapes ○ Charts and graphs <p>Literacy:</p> <ul style="list-style-type: none"> ○ Identify rhyming words ○ Letter names and shape ○ Labels and lists ○ Use story information ○ Story element ○ Setting ○ Compare and contrast 	<p>-The Little House -Welcome Home Bear -The House that's your Home -A House Full of Pets -The House on East 88th Street -Why I like my Grandma's House -Two Homes -A House is a House for Me -How to Build a House -The Big Orange Splot -Wonderful Houses Around the World</p>	Use colored pasta shells and playdough, have kids create a house they want to live in. 	<p>Health and Safety (blue): Discuss rules that you have at home and how they keep you safe. Mental Health (pink): Read: <i>When I See my Dentist</i>. Discuss where dentist offices are located I the community. Dental (yellow): Create and send home a teeth brushing chart. Have kids, and family members, chart when they brush their teeth. Multicultural (green): Read: <i>My Granny Went to Market, A round-the-world counting book</i>. Nutrition (orange): Create a model home you want to live in using healthy foods.</p>


			<p>Social Studies:</p> <ul style="list-style-type: none"> ○ Discuss home activities ○ Discuss habitats ○ Compare kinds of homes <p>Big Book: <u>Homes For Everyone</u> PATHS: Lesson 10 and 13 – Mad or Angry</p>	<p>-Building a House -If you Lived Here -Do Turtles Sleep in Treetops -A House is a Home for Everyone</p>		
Oct. 17 – Oct. 21	<p><i>My Family and Friends</i> Friends</p> <p>October 19 -No School for students. Conference Day 12:30pm - 7:00pm</p>	Letter K <i>Kids</i>	<p>Science:</p> <ul style="list-style-type: none"> ○ Test materials ○ Discuss getting taller as you grow older ○ Brainstorm ways to transport water ○ Observe heart rate after running <p>Math:</p> <ul style="list-style-type: none"> ○ Length and height ○ Comparing height ○ Explore capacity ○ Weight <p>Literacy:</p> <ul style="list-style-type: none"> ○ Name puzzles ○ Problem solving ○ Rhyming words <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Emotions ○ Conscious discipline ○ Cooperate ○ Maintain concentration <p>Big Book: <u>Skidamarink</u> PATHS: Lesson 7 and 8 – Twiggle Makes Friends (sad)</p>	<p>-How to be a Friend -Since we're Friends -Peanut Butter and Cupcake -Bear and Squirrel are Friends -Little Quacks New Friend -Nugget and Fang -Puppy's Friends -The Best Friends Book -Just My Friend and Me -How to be a Friend -Friends -Be a Friend -My Friend Bear -The Dark, Dark Night -Hunter's Best Friend at School -Yo, Yes -Hugs From Pearl -Cork and Fuzz -My New Friend is So Fun -Gossie and Gertie -Terrible Monster</p>	<p>Work with a friend to create a pom pom drop.</p> 	<p>Health and Safety (blue): Talk about going to playground with your friend. Talk about rules that are needed to keep you and your friends safe. Mental Health (pink): Label pictures with emotion faces that show kids with others other kids. Tell why they would feel that way. Dental (yellow): Talk about how kids are growing, including how they did not have teeth when a baby. Have them taste baby food and regular food. Compare and contrast. Multicultural (green): Have "friends" work together and create a poster of something they like that is the same and something that is different Nutrition (orange): Read: <i>The hungry Thing by Jan Slepian and Ann Seidler</i>. Make "friend" masks and feed healthy foods</p>
Oct. 24 – Oct. 28	<p><i>My Family and Friends</i> Community Helpers</p>	Letter J <i>Jobs</i>	<p>Science:</p> <ul style="list-style-type: none"> ○ Good health and hygiene habits ○ Safety rules <p>Math:</p> <ul style="list-style-type: none"> ○ Shapes ○ Sort objects ○ Explain sorting rule ○ Use tally chart <p>Literacy:</p> <ul style="list-style-type: none"> ○ Use rhyming words ○ Answer story questions ○ Compare and Contrast ○ Describe using story information 	<p>-Community Helpers -Whose Hands are These? -Whose Hat is this? -Helpers in my Community -Jobs Around Town -When I grow Up -Clothesline Clues to the Jobs people Do -Workers -Biscuit Visits the Doctor -Splat the Cat visits the Doctor</p>		<p>Health and Safety (blue): Create a poster of "Who can Help" (doctor, fire fighter, dentist) Mental Health (pink): After looking at some pictures (house on fire, car accident...) talk about who to call and how those situations might make you feel. Dental (yellow): Have dentist come in and talk with kids about dental health. Multicultural (green): Discuss different community jobs and</p>

			<p>Social Studies:</p> <ul style="list-style-type: none"> ○ Discuss the role of community helpers Safety rules <p>Big Book: <u>Neighborhood Helpers</u></p> <p>PATHS: Lesson 11 – Scared or Afraid</p>	<ul style="list-style-type: none"> -Delivering Your Mail -Nurses Help Us -Keeping you Safe -My mom is a Firefighter -Fire Figter Frank -Trash Town 		<p>how/why people dress that way for their job.</p> <p>Nutrition (orange): Discuss places to eat in the community. Discuss what kind of foods are served.</p>
Oct. 31 – Nov. 2	<i>Giants</i> Giant Animals	Letter E <i>Elephants</i>	<p>Science:</p> <ul style="list-style-type: none"> ○ Learn about animals <p>Math:</p> <ul style="list-style-type: none"> ○ Big and little ○ Begin to categorize time and intervals Compare size and length ○ Solve problems ○ Explore using non-standard measures Measure length and height of objects <p>Literacy:</p> <ul style="list-style-type: none"> ○ Identify oral rhymes ○ Segment words into syllables ○ Make predictions <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Follow directions <p>Big Book: <u>The Song of the Teeny Tiny Mosquito</u></p> <p>PATHS: Lesson 14 and 15 – Twiggle learns to do the Turtle 1 & 2</p>	<ul style="list-style-type: none"> -I’m the Scariest Thing in the Jungle -My Great big Animal Book -Elmer the Elephant -There’s a Whale in my Bathtub -Can you Move Like an Elephant? -Hippos are Huge -I’ve Lost My Hippopotamus -Henry the Hippo -Does a Lion Brush? -We’re Going on a lion Hunt -Wallie Exercises -Great Galloping Galoot -When Elephant met Giraffe -Giraffe’s Can’t Dance -Rhemmy the Rhino learns Patience 		<p>Health and Safety (blue): Read: <i>Wallie Exercises</i>. Talk about theme of book (importance of fitness)</p> <p>Mental Health (pink): Read: <i>Elmer the elephant</i>. Discuss message of story.</p> <p>Dental (yellow): Create a hungry hippo mouth using marshmallows as teeth. Have kids practice flossing teeth.</p> <p>OR</p> <p>Read: <i>Does a Lion Brush?</i></p> <p>Multicultural (green): Read: <i>Elmer the elephant</i>. Create an Elmer the Elephant and discuss why it’s important to be yourself.</p> <p>Nutrition (orange): Discuss foods that giant animals eat. Discuss the similarities and differences to people.</p>
Nov. 7 – Nov. 11	<i>Giants</i> Landforms	Letter M <i>Mountains</i>	<p>Science:</p> <ul style="list-style-type: none"> ○ Describe soil, rocks and water ○ Discuss animal homes ○ Describe the sun, moon and stars Observe, describe and investigate <p>Math:</p> <ul style="list-style-type: none"> ○ Compare size, length, or weight ○ Explore capacity and weight ○ Use non-standard measures ○ Discuss time <p>Literacy:</p> <ul style="list-style-type: none"> ○ Blend syllables ○ Recognize alliteration ○ Compare and contrast 	<ul style="list-style-type: none"> -What is a Landform -Types of Landforms Around Us -Follow that Map -National geographic for kids: Volcanoes -An Island grows -Eye Wonder: Volcanoes -If I lived in a Cave -At the Beach -Beach -The River -Splash -Good Night Lake 	Create and erupt a volcano.	<p>Health and Safety (blue): Discuss, chart how to stay safe when on/by different landforms.</p> <p>Mental Health (pink): Hold up emotion cards to answer questions of how kids would feel if they were... by a volcano, zip lining through a forest, standing on a mountain, swimming in the ocean, in a cave, on a beach, in a river....</p> <p>Dental (yellow): Create a class story... If your teeth were as big as a mountain, how would you take care of them?</p>

			<ul style="list-style-type: none"> ○ Identify sequence ○ Make and confirm predictions <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Discuss habitats <p>Big Book: <u>Nature's Giants</u></p> <p>PATHS: Lesson 16 – Turtle Technique</p>	-		<p>Multicultural (green): Have kids complete and bring in poster about where they and their family has been, and what landforms they have seen.</p> <p>Nutrition (orange): Make snack representing layers of dirt using different colors of pudding</p>
Nov. 14 – Nov. 18	Giants Dinosaurs	Letter D Dinosaurs	<p>Science:</p> <ul style="list-style-type: none"> ○ What people eat ○ What animals eat <p>Math:</p> <ul style="list-style-type: none"> ○ Patterns ○ Sorting objects ○ Charts and graphs ○ Identifying and comparing shapes ○ Position and directional words <p>Literacy:</p> <ul style="list-style-type: none"> ○ Identify rhyming words ○ Answer story questions ○ Discuss story details <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Compare people and objects <p>Big Book: <u>Sara Sidney's Runaway Adventure</u></p> <p>PATHS: Lesson 12 – My Feelings</p>	<p>-When Dinosaurs Came with Everything</p> <p>-About Dinosaurs</p> <p>-Dinosaurs Love Underpants</p> <p>-National Geographic for Kids</p> <p>-First Facts: Dinosaurs</p> <p>-My First Dinosaur</p> <p>-Buddy's first Big, Big book of Big, Big Dinosaurs</p> <p>-Dinosaurs</p>		<p>Health and Safety (blue): Read: <i>Dinosaur Stomp</i>. Have kids do the dinosaur dance; move like dinosaurs.</p> <p>Mental Health (pink): Read: <i>How do Dinosaurs say I'm Mad!</i></p> <p>Dental (yellow): Discuss what kind of teeth plant eating and meat eating dinosaurs have and why they need those teeth to eat what they eat.</p> <p>Multicultural (green): Read: If you Invite a Dinosaur to Dinner. Have the kids create what a dinosaur would eat if they came to their house.</p> <p>Nutrition (orange): Discuss how much food is appropriate for kids and dinosaurs to keep them healthy</p>
Nov. 21 – Nov. 22	Thanksgiving	Letter T Turkeys and Thanksgiving				
Nov.27 – Dec. 2	I Build, I Create Construction Vehicles	Letter R Roads	<p>Science:</p> <ul style="list-style-type: none"> ○ Using shapes to create structures (man-made and in nature) <p>Math:</p> <ul style="list-style-type: none"> ○ Count by ones ○ Track while counting ○ Visualize and recall quantities ○ Recognize numerals ○ Use strategies to record quantities <p>Literacy:</p> <ul style="list-style-type: none"> ○ Isolate beginning sounds 	<p>-Backhoe Joe</p> <p>-Where do Diggers Sleep?</p> <p>-What Can A Crane Pick Up?</p> <p>-Good Night, Good Night - Construction Sight</p> <p>-Who Made this Cake?</p> <p>-I'm Dirty</p> <p>-Tip, Tip, Dig, Dig</p> <p>-Roadwork</p> <p>-Mike Mulligan and His Steam Shovel</p> <p>-Trucks and Diggers</p> <p>-Dig, Dig, Digging</p>	<p>Create an air powered construction vehicle</p> 	<p>Health and Safety (blue): Discuss safety rules when on a construction site, or when near construction vehicles.</p> <p>Mental Health (pink): Read: <i>My Truck is Stuck</i>. Ask kids to tell you how they would feel if they got stuck somewhere, or got stuck doing something. Discuss how driver felt after his friends helped him out. Share stories how kids have helped another out.</p> <p>Dental (yellow): Discuss that a bulldozer bucket has “teeth”.</p>

			<ul style="list-style-type: none"> ○ Focus on identifying letters and sounds Identify role of author and illustrator Answer questions ○ Compare and contrast ○ Draw conclusions ○ Chart information <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Participate in group activities ○ Share with others <p>Big Book: <u>Dance</u></p> <p>PATHS: Lesson 36 – Disappointed</p>	<p>-Dazzling Diggers -The Construction Crew -Trucks -Construction Kitties -Learn the Real Names of Construction Trucks -My Truck is Stuck -Bulldozer’s Big da -Dig, Scoop, Ka-Boom</p>		<p>Compare what those teeth do to what people’s teeth do. Discuss how you have to take care of both to make them work their best.</p> <p>Multicultural (green): Discuss how different vehicles work together to get a job done. Compare with how kids work together in class to get a task done.</p> <p>Nutrition (orange): Discuss vehicle that is used on farms to help pick corn, and other vegetables.</p>
Dec. 5 – Dec. 8	<p>I Build, I Create Art, Statues, Sculptures</p> <p>PreK Meeting. No School, December 9.</p>	<p>Letter Z Zig Zag</p>	<p>Science:</p> <ul style="list-style-type: none"> ○ Organize information ○ Plan and create fictional giants <p>Math:</p> <ul style="list-style-type: none"> ○ Recognize, reproduce and create patterns ○ Sort objects into groups <p>Literacy:</p> <ul style="list-style-type: none"> ○ Recognize alliteration ○ Recognize rhyming words ○ Match letters with their sounds ○ Write a story as a group ○ Review story events ○ Discuss fiction and nonfiction <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Express opinions; work with others <p>Big Book: <u>Once Upon a time in Dragon Land</u></p> <p>PATHS: Lesson 19 – Calm and relaxed</p>	<p>-Perfect Square -A Child’s Introduction to Art -When Piagasso Met Mootisse -Beautiful Oops -ish..... -Why is Blue Dog Blue? -The Dot -Too Much Glue -Sky Color -Art -What Color is Your World? -Seymour Bleu -The Art Lesson -ABC of What Art Can Be -The JellyBeans and the Big Art Adventure -The Line -Let’s Paint -The Day the Crayons Quit</p>	<p>Give students different materials. Have them create a sculpture. Have kids identify if they used a pattern when creating, or who’s sculpture is the tallest.</p>	<p>Health and Safety (blue): Before beginning any of the sculpture creating or art activities, review the safety rules with the kids. (Do not eat paint, markers, crayons...)</p> <p>Mental Health (pink): Have kids complete a large body tracing on butcher or chart paper. The kids can trace each other, cut out their person and dress/color it to make it look like themselves.</p> <p>Dental (yellow): Have kids create a face. Have them use white playdough to create teeth in the mouth of their creation. Have kids tell how to take care of the teeth to keep them white.</p> <p>Multicultural (green): Have kids create different sculptures. Have the kids look at all of them, comparing similarities and differences. Lead discussion with the kids to noticing that all sculptures are different, but all still beautiful.</p> <p>Nutrition (orange): Create animal portraits using healthy foods</p> 


Dec. 12 – Dec. 16	I Build, I Create Buildings	testing	<p>Science:</p> <ul style="list-style-type: none"> ○ Build structures <p>Math:</p> <ul style="list-style-type: none"> ○ Count objects ○ Explore capacity ○ Use non-standard measures ○ Use one-to-one correspondence ○ Use ordinal numbers <p>Literacy:</p> <ul style="list-style-type: none"> ○ Identify oral rhymes ○ Segment words into syllables ○ Answer questions ○ Count words in a sentence <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Describe features of places ○ Discuss similarities and differences Learn about cultures <p>Big Book: <u>Giants Made by People</u> PATHS: Lesson 17 and 18 – Appropriate Turtle 1 & 2</p>	<ul style="list-style-type: none"> -Look at That Building -When I Build With Blocks -If I Built a House -Changes, Changes -Building Our House -Built to Last -One Big Building -Building a Sky Scrapper -Iggy Peck Architect -Sky Boys, How they Built the Empire State Building -Great Buildings -The Story of Buildings -Building -Who Built That? Skyscrapers -A Walk in New York -The Man who Walked Between Towers 	Gingerbread Houses	<p>Health and Safety (blue): Review fire safety rules and procedures. Have the kids tell what to do if a building catches on fire. Have the kids help create an escape plan for the building that they created.</p> <p>Mental Health (pink): Complete a conflict resolution story about creating a building and having it knocked down. Have the kids explain how it would make them feel, and brainstorm solutions of how to handle the situation.</p> <p>Dental (yellow): Turn the house keeping area into to Dental Building.</p> <p>Multicultural (green): Provide empty boxes, tape, glue and tubes for construction. Have kids create buildings. Discuss the types of building and how each of them “adds beauty” to the skyscape.</p> <p>Nutrition (orange): Use Healthy foods to create a Gingerbread house</p>
Dec. 19 – Dec. 23	I Build, I Create Inventions Dec. 23 -End of first semester. First progress report due.	testing	<p>Winter Holiday review</p>	<ul style="list-style-type: none"> -Incredible Inventions -Famous Scientists and What they Did -Marvelous Mattie -Galimoto -Papa’s Mechanical Fish -Awesome Dawson -Rosie Revere, Engineer -Monkey with a Tool Belt -Coppernickel the Invention -If I built a Car -Hooray for Inventors -Great Inventors and Inventions -Wild Ideas -Oh the Things They Invented 		<p>Health and Safety (blue): Review how staying active keeps you healthy. Inform the kids that they will be inventing a new “Sport” or game to play. Have kids work together to create a game, tell the rules and have the class practice playing.</p> <p>Mental Health (pink): Have kids use magazines to cut out pictures of toys/things that they are wishing for. Have them invent a toy that they want to have.</p> <p>Dental (yellow): Review that we use a tooth brush to brush our teeth. Review how to brush teeth. Have the kids “invent” a tooth brush that they would want to have to brush their teeth.</p> <p>Multicultural (green):</p>




						Discuss with kids how their family celebrates the holidays. Nutrition (orange): Invent and make a nutritious snack for winter snack
Jan. 10 – Jan. 13	Stories and Rhymes The Ugly Duckling Jan. 9 -No kids	Letter Q Quacking duck	<p>Science:</p> <ul style="list-style-type: none"> ○ Discuss plants ○ Discuss what animals and people eat ○ Investigate states of matter <p>Math:</p> <ul style="list-style-type: none"> ○ Compare shapes ○ Make connections between 2D and 3D forms ○ Make shapes ○ Sort objects into groups <p>Literacy:</p> <ul style="list-style-type: none"> ○ Blend onset and rime ○ Identify and produce oral rhymes ○ Recognize alliteration <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Learn about nutrition ○ Practice good habits of health and hygiene <p>Big Book: <u>Food Around the World</u> PATHS: Lessons 24 and 25 – Feelings review and choices</p>	<p>-One Duck Stuck -The Ugly Duckling -Duck on a Bike -Five Little Ducks -What’s UP Duck? -Duck and Goose Little White Duck -In the Rain with Baby Duck -10 Little Rubber Ducks -Make Way for Ducklings -Do Like a Duck Does -Giggle, Giggle, Quack -Duck in a Truck -Duck Soup -Ducks Don’t Wear Socks -Double the Ducks -Duck, Duck, Goose -Duck, Duck Porcupine -Duck, Duck Dinosaur -Monkey and Duck Quack Up</p>	<p>Surface Tension moving ducks.</p> <p>https://gettinernerdywithmelandgerdy.com/blog/splash-in-to-some-science-these-guys-can-really-swim</p>	<p>Health and Safety (blue): Read: <i>Dr. Duck</i>. Discuss the story Mental Health (pink): Read: <i>One Duck Stuck</i>. Discuss ways that friends help each other in the classroom. Video by <u>vancemo</u> on <u>Youtube</u> Dental (yellow): Using a duck puppet, tell a story about the importance of brushing teeth and taking care of teeth Multicultural (green): Read: <i>The Ugly Duckling</i>. Discuss the number of ducklings that the Duck had. Have kids name how many “kids” are in their family and compare the numbers. Nutrition (orange): Create ducks on a pong using rice cake, blue yogurt (vanilla with blue food coloring and duck shaped crackers).</p> 
Jan. 17 – Jan. 20	Stories and Rhymes The Three Bears Jan. 16 -MLK Day. No School	Letter B Bears	<p>Science:</p> <ul style="list-style-type: none"> ○ Make predictions ○ Perform tests/experiments <p>Math:</p> <ul style="list-style-type: none"> ○ Compare sets of items ○ Compare shapes ○ Solve a problem ○ Use one-to-one correspondence <p>Literacy:</p> <ul style="list-style-type: none"> ○ Segment sentences into words ○ Segment onset and rime ○ Recognize different forms of writing 	<p>-Goldilocks and The Three Bears -Good Night Little Bear -The Bears -Bear’s loose tooth -Welcome Home Bear -Bear Snores On -Maybe a Bear Ate it -Bear’s New Friend -Goldilocks and Just One Bear -No Bears</p>		<p>Health and Safety (blue): Read: <i>Goldilocks and the Three Bears</i>. Discuss whether or not Goldilocks did something safe. Mental Health (pink): Read: <i>The Bears</i>. Discuss the emotions of the bears and why they felt that way. Dental (yellow): Read: <i>Bear’s Loose Tooth</i> Multicultural (green): Read: <i>Good Night Little Bear</i>. Have kids share who tucks them in at night.</p>



			<ul style="list-style-type: none"> ○ Answer questions about a story ○ Compare and contrast ○ Identify problem/solution <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Learn and practice safety rules <p>Big Book: <u>Charlie Chipmunk's Thoughtful Choices</u></p> <p>PATHS: Lesson 28 – Comfortable and uncomfortable</p>	<ul style="list-style-type: none"> -Goldie Socks and the Three Libearians -Goldilocks Rocks -Goldie and the Three Bears -The Three Bears and Goldilocks -Dustylocks and the Three Bears - The Three Bears -Goldilocks Rules for Choose the Just Right Book 		Nutrition (orange): Make porridge for snack
Jan. 23– Jan. 27	Stories and Rhymes The Three Pigs	Letter P Pigs	<p>Science:</p> <ul style="list-style-type: none"> ○ Discuss protecting the body <p>Math:</p> <ul style="list-style-type: none"> ○ Explore parts and wholes ○ Create and separate sets ○ Count 5-29 <p>Literacy:</p> <ul style="list-style-type: none"> ○ Match beginning sounds ○ Produce rhyme ○ Make connections to real life ○ Make and confirm predictions <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Learn about cultures ○ Understand use of maps ○ <p>Big Book: <u>Twinkle the Little Star</u></p> <p>PATHS: Lesson 29 – Different types of Feelings</p>	<ul style="list-style-type: none"> -Three Ninja Pigs -The Three Little Pigs -Blow Your nose Big Bad Wolf -The Three Pigs -The Three Little Wolves and the Big Bad Pig -The True Story of the Three Little Pigs -The Three Pigs and the Scientific Wolf -Pig. Pigger, Piggest -The Pig in a Pond -How Big is a Pig? -Pigs in the Mud in the Middle of the Rud -Pigs to the Rescue -Pigs in Pajamas -Huff and Puff -If you give the Wolf Some Water 	Build a house for pigs using marshmallows and coffee stirrers	<p>Health and Safety (blue): Discuss rules in your house that help to keep you healthy and safe.</p> <p>Mental Health (pink): As you are reading, <i>The Three Little Pigs</i>, have the kids hold up different emotion cards of how they think the pigs are feeling.</p> <p>Dental (yellow): Feed the pig foods that help keep teeth healthy</p> <p>Multicultural (green): Discuss with the kids how they are going to get home to their house today (reiterate that the pigs ran from house to house), and who is going to take them. Chart the mode of transportation that is being used.</p> <p>Nutrition (orange): Discuss foods that are good for breakfast, and importance of eating healthy foods in the morning for energy throughout the day</p>
Jan. 30 – Feb. 3	Stories and Rhymes The 3 Billy Goats Gruff	Letter G Goats	<p>Science:</p> <ul style="list-style-type: none"> ○ Explore charts and graphs ○ Use senses to investigate ○ Compare sounds ○ Describe observations <p>Math:</p> <ul style="list-style-type: none"> ○ Compare size, length, weight ○ Track while counting <p>Literacy:</p>	<ul style="list-style-type: none"> -The Three Billy Goats Gruff -Just A Friendly Old Troll -The Three Billy Goats Gruff and Mean Calypso Joe -The Three Billy Goats Fluff -Three Silly Billies 	Use given material to build a bridge. How may Billy Goats can it hold without collapsing?	<p>Health and Safety (blue): Discuss and chart why it's not safe to go somewhere that you do not know, and why you should not talk to others that you do not know.</p> <p>Mental Health (pink): Review that the Goats had to have courage to cross the bridge. Have kids share</p>



			<ul style="list-style-type: none"> ○ Isolate beginning sounds ○ Focus on letter sounds ○ Use content words ○ Answer questions ○ Compare and contrast ○ Note details ○ Chart information <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Learn about animals <p>Big Book: <u>Little Red</u></p> <p>PATHS: Lesson 30 – Excited</p>	<p>-The Rockabilly Goats Gruff</p> <p>-The True Story of the Three Billy Goats Gruff</p> <p>-The Three Bully Goats</p> <p>-The Bully Goat Grim</p> <p>-The Three Billy Goat’s Stuff</p> <p>-Let’s Count Goats</p> <p>-G is for Goat</p> <p>-There’s A Billy Goat in the Garden</p>		<p>stories/draw pictures of a time they needed courage.</p> <p>Dental (yellow): Make goat masks. Inform kids that after eating all that fresh grass the goats have to brush their teeth. Sing “The Tooth brushing Song. Have kids brush the goats teeth as they are singing</p> <p>Multicultural (green): Examine how bridges are made around the world. Have kids choose a bridge they like the best. After explaining why they like it they can try to recreate it using art supplies.</p> <p>Nutrition (orange): Create a healthy meal gluing food pictures cut from a magazine onto a plate that won’t upset a Billy Goat’s belly.</p>
Feb. 6 – Feb. 10	<p>Choice and Decisions Eating Healthy</p> <p>Feb. 9 -Early Release</p>	Letter A Apples	<p>Science:</p> <ul style="list-style-type: none"> ○ Discuss protecting the body ○ Learn about nutrition <p>Math:</p> <ul style="list-style-type: none"> ○ Compare numbers ○ Count by ones ○ Create and separate sets ○ Predict, estimate and guess <p>Literacy:</p> <ul style="list-style-type: none"> ○ Isolate beginning sounds ○ Identify rhymes ○ Discuss onomatopoeia ○ Focus on letter sounds ○ Identify author’s role ○ Compare and contrast ○ Compare fantasy and realism ○ Retell story events <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Participate in group activities ○ Express opinions ○ Work with others <p>Big Book: <u>The Frog Prince</u></p> <p>PATHS: Lesson 34 – Love</p>	<p>-Why Should I Eat Well?</p> <p>- My Health is in My Hands</p> <p>-Good Enough to Eat</p> <p>-Be Good To Your Body</p> <p>-Eat Healthy Feel Great</p> <p>-Oliver’s Fruit Salad</p> <p>-The Berenstain Bears and Too Much Junk Food</p> <p>-Eating the Rainbow</p> <p>-I Love to Eat Fruits and Vegetables</p> <p>-I Will Never Not Ever Eat a Tomato</p> <p>-Eating the Alphabet</p> <p>-Why Do People Eat?</p> <p>-Spriggles Health and Nutrition</p> <p>- The Monster Health Book</p> <p>-Yum! Yum!</p> <p>-Eat Lots of Colors</p> <p>-I Love Greens</p>		<p>Health and Safety (blue): Create “Is it safe to eat” poster. Discuss why/what things are safe to eat and why certain things are not.</p> <p>Mental Health (pink): Read: <i>Bad Apple, A Tale of Friendship</i>. Talk about what it means to be a friend.</p> <p>Dental (yellow): Have kids create a class poster/chart of foods that are healthy for teeth.</p> <p>Multicultural (green): Have parents send in their favorite apple recipes and a sample to share with the class.</p> <p>Nutrition (orange): Read: <i>Ten Apples up on Top</i>. Have an apple taste testing, and chart what color apple kids like best.</p>
Feb. 13 – Feb. 16		Letter V	<p>Science:</p> <ul style="list-style-type: none"> ○ Making wise choices 	<p>-The Way I feel</p> <p>-The Way I Act</p>		<p>Health and Safety (blue): Read: <i>Germes are not for Sharing</i>. Sprinkle glitter</p>

	<p>Choice and Decisions Good Choices</p> <p>Friday, Feb. 17 PD Day. No kids. No school for kids</p>	<p><i>Valentine's</i></p>	<p>Math:</p> <ul style="list-style-type: none"> ○ Create simple patterns ○ Recognize numbers through 30 ○ Recognize patterns in numbers ○ Use numbers to predict and estimate ○ Use one-to-one correspondence <p>Literacy:</p> <ul style="list-style-type: none"> ○ Recognize alliteration ○ Identify letters in a word ○ Connect a story to real life experiences ○ Review story events ○ Write words <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Learn and practice safety rules <p>Big Book: <u>Charlie Chipmunk's Thoughtful Choices</u></p> <p>PATHS: Lessons 20 and 21 – Sharing and Caring 1 & 2</p>	<p>-Hands are Not for Hitting -Feet are Not for Kicking -Teeth are not For Biting -The Recess Queen -Spaghetti in a Hotdog Bun -Stand Tall Molly Lou Melon -Llama. Llama Time to Share -Llama, Llama Mad at Mama -What Shall We Play -The Block Mess Monster -Share and Take Turns -A Big Guy Took My Ball -Llama Llama and the Bully Goat -Bye Bye Bully -The Tease Monster -Don't Laugh at Me</p>	<p>and baby powder on kids hands. Have them shake hands. Discuss how germs spread. Discuss and practice hand washing.</p> <p>Mental Health (pink): Discuss with kids how making a good choice of including others, or choice of not including others, makes you and them feel.</p> <p>Dental (yellow): Students will review teeth brushing rules, and bring in a chart of how many times they brushed and flossed that week.</p> <p>Multicultural (green): Teach the kids how to say "hello" in several different languages. Have them greet everyone in the class using what they learned.</p> <p>Nutrition (orange): Read: <i>The Little Red Hen makes a pizza</i>. Talk about ingredients. Make English muffin pizzas.</p>
<p>Feb. 21 – Feb. 24</p>	<p>Choice and Decisions Physical Activity</p> <p>Feb. 20 - President's Day. No School</p>	<p>Letter X <i>x-rays</i></p>	<p>Science:</p> <ul style="list-style-type: none"> ○ Awareness of body parts ○ Movement of body parts ○ Explore charts and graphs <p>Math:</p> <ul style="list-style-type: none"> ○ Patterns left/right ○ Identify number patterns ○ Odd/even numbers; odd/even patterns <p>Literacy:</p> <ul style="list-style-type: none"> ○ Act out a story/retell a story ○ Match final sounds ○ Focus on identifying letter names and sounds ○ Write letters and words ○ Connect to real life ○ Identify and create rhymes <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Family activities ○ Different cultures <p>Big Book: <u>Our Muscles</u></p> <p>PATHS: Lesson 37 – Jealous</p>	<p>-Get Up and Go -The Busy Body Book -My Amazing Body -Run and Hike, Play and Bike -Little Yoga -Beep and Bah -Hop, Hop Jump -Wallie Exercises -From Head to toe -Head Shoulders Knees and Toes -Spot Loves Sport -Be Fit, Be Strong, Be You -Taking Care of Your body -Barn Yard Dance -Wiggle -Hop, Skip and Jump Maisy -Llama Llama Hoppity Hop</p>	<p>Health and Safety (blue): Create an obstacle course, discussing how physical activity keeps up fit and healthy.</p> <p>Mental Health (pink): Have kids walk around the carpet to music. When the music stops have them show an emotion on their face (mad, sad, happy). The teacher calls out an emotion. Kids have to find who is expressing that emotion and point to them.</p> <p>Dental (yellow): Talk to kids how the dentist takes x-rays of your mouth, and what those x-rays show. Look at dental x-rays with students.</p> <p>Multicultural (green): Have each child show a dance move from their culture. After they demonstrate, the class will try the dance move.</p> <p>Nutrition (orange): Create an obstacle course. Have kids go through –discuss</p>

				-Peanut Butter and Cupcake		benefits of drinking water after exercising.
Feb. 27 – March 3	Things that Move Vehicles	Letter C <i>cars</i>	<p>Science:</p> <ul style="list-style-type: none"> ○ Use senses to investigate ○ Build structures ○ Discuss transporting items ○ Perform tests/experiments <p>Math:</p> <ul style="list-style-type: none"> ○ Use nonstandard measurement ○ Identify place in series ○ Explore parts and whole <p>Literacy:</p> <ul style="list-style-type: none"> ○ Isolate beginning sounds ○ Recognize alliteration ○ Focus on letter names and sounds Review story events ○ Make and confirm predictions Understand photographs <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Discuss tools and machinery <p>Big Book: <u>Machines Large and Small</u> PATHS: Lesson 33 – Proud</p>	<p>-If I Built a Car</p> <p>-The Little Auto</p> <p>-Rattletrap Cars</p> <p>-Duck in the Truck</p> <p>-Wheels on the Bus</p> <p>-Go Dog, Go!</p> <p>-Sheep in a Jeep</p> <p>-Little Blue Truck</p> <p>-Airport</p> <p>-Lettice the Flying Rabbit</p> <p>-The Goodnight Train</p> <p>-The Little Engine that Could</p> <p>-Trains</p> <p>-Freight Train</p> <p>-I’m Fast</p> <p>-I’ve Been Working on the Railroad</p> <p>-Toot and Pop</p> <p>-row, Row, Row your Boat</p> <p>-Blue Boat</p>	Create your own boat. Test it in water to see if it floats, and if you can make it move.	<p>Health and Safety (blue): Discuss wearing seat belts and why it is important.</p> <p>Mental Health (pink): After discussing different ways to travel, have the kids chart how they would feel if they were on a train, plane, bus, car,, helicopter, boat, motorcycle</p> <p>Dental (yellow): Read: <i>The Magic School Bus and the Missing Tooth.</i></p> <p>Multicultural (green): Have kids chart what their favorite way to travel, and share where they like to travel to.</p> <p>Nutrition (orange): Create a healthy food train-sorting foods in cars by food groups.</p>
March 6 – March 10	Things that Move Animals Move	Letter S <i>Slithering snake</i>	<p>Science:</p> <ul style="list-style-type: none"> ○ Discuss habitats <p>Math:</p> <ul style="list-style-type: none"> ○ Sort into groups ○ Explore charts and graphs ○ Construct shapes ○ Describe position and direction <p>Literacy:</p> <ul style="list-style-type: none"> ○ Isolate beginning sounds ○ Focus on identifying letter names and sounds ○ Make predictions; understand pictures <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Discuss habitats/shelters ○ Cooperate in group activities ○ Share with others <p>Big Book: <u>The Do Nothing Machine</u> PATHS: Lesson 35 – Worried</p>	<p>-If you hopped Like a Frog</p> <p>-Fish Swish, Splash and Dash</p> <p>-Dogs Go</p> <p>-Dancing Feet</p> <p>-Swing, Slither or Swim</p> <p>-Animal Motions</p> <p>-Stomp Dinosaur Stomp</p> <p>-Monkey See, Look at Me</p> <p>-Move!</p> <p>-How Animals Move</p> <p>-Flying frogs and walking fish : leaping lemurs, tumbling toads, jet-propelled jellyfish, and more surprising ways that animals move</p> <p>-Tiptoe Tapirs</p> <p>-Bunjitsu Bunny's best move</p>	<p>Have kids explore with materials and see who can create the longest bubble snake.</p> <p>-Water bottle</p> <p>-sock</p> <p>-dishwashing soap</p> <p>-water</p> <p>-duct tape</p> 	<p>Health and Safety (blue): Discuss how different animals move. Have the kids practice moving like different animals.</p> <p>Mental Health (pink): Read: <i>Help! A Story of Friendship.</i> Discuss how you helped a friend.</p> <p>Dental (yellow): Read: <i>Does a Tiger Go to the Dentist.</i></p> <p>Multicultural (green): Read: <i>Baby Rattlesnake.</i> Talk with the kids about the things they are looking forward to “growing into”, or the things they want to do when they get bigger.</p> <p>Nutrition (orange): Make ants on a log, using celery, peanut butter/soy butter and raisins.</p>

<p>March 13 – March 16</p>	<p>Things that Move Wind moves things</p> <p>March 17 -PD Day. No students</p>	<p>Letter U Umbrella</p>	<p>Science:</p> <ul style="list-style-type: none"> ○ Investigate with senses ○ Air, wind, breath ○ Light and shadows ○ How objects fall (gravity) ○ Sky and weather <p>Math:</p> <ul style="list-style-type: none"> ○ Understand position ○ Describe direction <p>Literacy:</p> <ul style="list-style-type: none"> ○ Isolate medial sounds ○ Identify letters and sounds ○ Sequence events ○ Write words <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Discuss playground safety ○ Participate in group activities <p>Big Book: <u>Mysterious Movers</u> PATHS: Lesson 40 – Generous</p>	<ul style="list-style-type: none"> -Air -Clouds -Rain -Phases of the Moon -Clouds Best Worst Day Ever -Who’s Shadow is This -Jack’s Amazing Shadow -Shadows and Reflections -Who Will See Their Shadow This Year? -Feel the Wind -The Rain Came Down -The Wind Blew -What Will the Weather Be? -Shapes in the Sky -Maisy’s Wonderful Weather Book -Kipper’s Book of Weather -Twister 	<p>Create a Hoovercraft</p>  <p>OR</p> <p>Create a paper flyer</p> 	<p>Health and Safety (blue): Discuss tornadoes, and what to do in a tornado drill. Practice.</p> <p>Mental Health (pink): Bubble blowing. Give each child some bubble solution and wands. As they are blowing bubbles, talk to kids about blowing away angry/sad feelings.</p> <p>Dental (yellow): Discuss “breath” and how not keeping your teeth and mouth clean causes sticking breath, as well as ways to have fresh breath.</p> <p>Multicultural (green): Show and Demonstrate a “rain stick”. Inform kids that in some cultures a rain stick is used to signify whose turn it is to talk. Practice using stick during circle time. Have kids create their own rain stick.</p> <p>Nutrition (orange): Plant a lima bean seeds</p>
<p>March 20 – March 24</p>	<p>Things that Move World moves (day/night)</p> <p>Thursday, March 22, No Kids. Teacher conference Day 12:30pm-7:30pm</p>	<p>Letter W world</p>	<p>Science:</p> <ul style="list-style-type: none"> ○ Explore seasons <p>Math:</p> <ul style="list-style-type: none"> ○ Locations on a grid ○ Number lines ○ Vertical/horizontal movement ○ Movement on a grid ○ Direction wards <p>Literacy:</p> <ul style="list-style-type: none"> ○ Count words in a sentence ○ Isolate final sounds ○ Identify letters in words ○ Focus on letter names and sounds Discuss story details ○ Ask/answer questions ○ Make connections <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Explore maps and globes ○ Participate in group activities <p>Big Book: <u>Gram is Coming to My House</u> PATHS: Lesson 38 – Furious</p>	<ul style="list-style-type: none"> -Me on the Map -North, South, East and West -Looking at Maps and Globes -My Town -Where Do I Live? -Maps and Globes -Mapping Penny’s World -Rosie’s Walk -Keys and Symbols on Maps -Follow That Map -Day and Night -There’s a Map on my Lap 	<p>Create a Pop rocket</p> <ul style="list-style-type: none"> -Mini M& M tubes -Antacid tablets -Cardboard {cereal boxes work great} -Foil -Glue gun {not pictured} -Decorations {stickers, ---- wash tape, painters tape} -Bottle of water -Small ball of clay {optional} 	<p>Health and Safety (blue): Talk about what you wear during each of the seasons that helps you to stay healthy (coat, mitten, sunscreen...)</p> <p>Mental Health (pink): Read: <i>Rosie’s Walk</i>. Have the kids hold up emotion cards of how Rosie, and the Fox feel during different parts of the story.</p> <p>Dental (yellow): Read: <i>Dora Explorer, Show Me Your Smile</i>.</p> <p>Multicultural (green): Create a “Friendship Map”. Have kids stand in a circle and using a ball of yarn, have the kids toss the yarn to a friend while holding onto a piece.</p> <p>Nutrition (orange): Using a map, use pictures or actual food and glue it on the map where it originated from.</p>

March 27 – March 31			Spring Break			
April 3 – April 7	Animals Pet Vs. Wild	Letter Y Yak	<p>Science:</p> <ul style="list-style-type: none"> ○ Zoo animals and habitat <p>Math:</p> <ul style="list-style-type: none"> ○ Addition word problems ○ Subtraction ○ Count on by one ○ Count back by one ○ Identify ways to solve ○ Track while counting ○ Write quantities <p>Literacy:</p> <ul style="list-style-type: none"> ○ Identify beginning, median and ending sounds ○ Focus on identifying letters and sounds ○ Write words ○ Spacing in sentences ○ Learn from pictures ○ Review story events <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Learn about zoos <p>Big Book: <u>Welcome to Zippity Zoo</u> PATHS: Lesson 42 – Saying Good-Bye</p>	<ul style="list-style-type: none"> -Zoo Looking -Never EVER Shout at the Zoo -The View at the Zoo -1,2,3 to the Zoo -I Want a Pet -The Great Gracie Chase -Clifford the Big Red Dog -Unlovable -Henry the Fourth -Cat -How Much is that Doggie in the Window -A cat and a Dog -Pet Show -Lost in the Zoo A Day at the Zoo -The Day the Elephant Escaped from the Zoo -If I ran the Zoo -Goodnight Gorilla -Psst - 	<p>Help Pet Harry! Using given supplies, help build a perch for Harry so he can see the classroom.</p>  	<p>Health and Safety (blue): Present a story about neighborhood pets, discussing that you do not touch or pick up animals that are not theirs.</p> <p>Mental Health (pink): Read: There’s an Alligator Under My Bed. Have kids discuss different things that scare them. Write them on paper, and have the kids “throw” that fear away.</p> <p>Dental (yellow): Read: <i>How Many Teeth?</i> Compare how many teeth a child has compared to different pets and wild animals.</p> <p>Multicultural (green): Have the kids create a class chart/poster of pets that they have at home, and how they help to care for their pets.</p> <p>Nutrition (orange): Discuss similarities and differences between what wild animals eat and what pets eat.</p>
April 10 – April 13	Animals Farm April 14. Good Friday. No School	Letter L Llama	<p>Science:</p> <ul style="list-style-type: none"> ○ Farm animals and habitat <p>Math:</p> <ul style="list-style-type: none"> ○ Add by combining ○ Count by 2’s ○ Explore parts and wholes ○ Recognize patterns <p>Literacy:</p> <ul style="list-style-type: none"> ○ Identify beginning sounds ○ Blend phonemes ○ Produce rhymes ○ Segment words into syllables ○ Identify letters and sounds ○ Understand spacing between words ○ Review story events ○ Learn from photographs 	<ul style="list-style-type: none"> -Mrs. Wishy Washy’s Farm -Farming -The Farmer in the Dell -This is my Tractor -Sheep Go To Sleep - The Little Red Hen -Small Pig -Cockadoodle Dance _This is the Famer -Serious Farm -Kiss the Cow -Click, Clack Moo, Cows the Type -Millie Waits for the Mail -Horse in the Pig Pen -Down on the Funny Farm 	<p>The Best Nest http://www.themanylittljojys.com/best-nest-literacy-stem-preschool-lesson/</p>	<p>Health and Safety (blue): After discussing what animals live on the farm, have the student complete the farm animal movements. (gallop like a horse, waddle like a duck, peck like a chicken, strut like a rooster...)</p> <p>Mental Health (pink): Read: <i>The Cow Who Clucked</i>. Discuss the emotions that the cow must have felt when she lost her “Moo”, and how she felt having to go and find it.</p> <p>Dental (yellow): Read: <i>Pony Brushes his Teeth</i></p> <p>Multicultural (green): The children bring empty food packages or pictures of food from home. The children take turns showing the class what they</p>

			<ul style="list-style-type: none"> ○ Write words <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Expand understanding of farms <p>Big Book: <u>Farm Animals</u></p> <p>PATHS: Lesson 41 – Preschool Review</p>	<ul style="list-style-type: none"> -Duck on a Bike -Milk, From Cow to Carton -Big Red Bar-The Cow Who Clucked -Llama Mama Books 		<p>brought. We discuss where the food comes from, and how a farm was involved in producing the food.</p> <p>Nutrition (orange): Sing Old McDonald had a farm, singing replacing animals with foods grown on a farm.</p>
<p>April 18 – April 20</p>	<p>Animals Pond/lake life Frogs life cycle</p> <p>No School. Monday April 17. Easter Monday.</p> <p>PreK Meeting. No School Friday, April 21.</p>	<p>Letter F Frogs</p>	<p>Science:</p> <ul style="list-style-type: none"> ○ Discuss plant growth <p>Math:</p> <ul style="list-style-type: none"> ○ Describe position/direction ○ Compare distance ○ Explore measurement ○ Use ordinal numbers <p>Literacy:</p> <ul style="list-style-type: none"> ○ Isolate beginning sounds ○ Produce rhymes ○ Focus on letter sounds ○ Answer questions ○ Compare and contrast ○ Discuss character traits ○ Sequence events <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Participate in group activities ○ Share with others <p>Big Book: <u>The Rooster Who Went to His Uncles Wedding</u></p> <p>PATHS: Lesson 31 – Tired</p>	<ul style="list-style-type: none"> -In the Tall, Tall Grass -Froggy Goes to the Doctor -Frog and Toad are Friends -Pond Walk -Jump, Frog, Jump -In the Small, Small pond -Turtle Splash -5 Little Speckled Frogs -In the Pond -The Icky Sticky Frog -The Wide Mouthed Frog -One Frog Sang -Life at the Pond -It's Mine 	<p>Create a catapult to see who can fling their frog the farthest</p>	<p>Health and Safety (blue): Read: <i>Froggy Goes to the Doctor</i>. Discuss the story.</p> <p>Mental Health (pink): Read: <i>Frog and Toad are Friends</i>. Discuss what you and your friends do together.</p> <p>Dental (yellow): Have kids create a paper frog. Have the “tongue” catch things/food that is healthy for your teeth.</p>  <p>Multicultural (green): Discuss the frog life cycle. Have kids brainstorm ways that they have changed since they were born. Create a class chart. ~Harry Kindergarten: Froggy, Froggy Song</p> <p>Nutrition (orange): Use food to create a frog snack.</p> 
<p>April 23 – April 28</p>	<p>Animals Ocean life</p>	<p>Letter O Octopus</p>	<p>Science:</p> <ul style="list-style-type: none"> ○ Ocean Life <p>Math:</p> <ul style="list-style-type: none"> ○ Recognize shapes ○ Make shapes ○ Describe position/direction <p>Literacy:</p> <ul style="list-style-type: none"> ○ Isolate beginning sounds ○ Identify letters and sounds ○ Identify illustrator's role 	<ul style="list-style-type: none"> -Octopus Garden -Never Take a Shark to the Dentist -Commotion in the Ocean -Way Down Deep In the Deep Blue Sea -I'm the Biggest Thing in the Ocean -Fidgety Fish a Friends -What Lives in a Shell 		<p>Health and Safety (blue): Discuss rules for being around pools and water.</p> <p>Mental Health (pink): Read: <i>Octopus Garden</i>. Discuss how the little boy made his goldfish feel.</p> <p>Dental (yellow): Read: <i>Never take a Shark to the Dentist</i>.</p> <p>Multicultural (green): Discuss how many different creatures live in the same ocean, and how they all need</p>

			<ul style="list-style-type: none"> ○ Retell story events ○ Draw conclusions ○ Connect to real life <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Learn and follow safety rules (shapes of safety signs) <p>Big Book: <u>Can You See the Shapes?</u> PATHS: Lesson – 32 – Frustrate</p>	<ul style="list-style-type: none"> -Ticky Octopus -Mister Sea Horse -How to Hide an Octopus -10 Little Fish -5 Little Sharks Swimming in the Sea -The Fish Who Could Wish 		<p>one another to survive. Each animal plays an important role (discuss). Have kids create an ocean mural.</p> <p>Nutrition (orange): Have kids go food “fishing”. Have kids sort healthy and non-healthy foods</p>
May 1 – May 5	Animals Insects Butterfly life cycle	Letter I Insects	<p>Science:</p> <ul style="list-style-type: none"> ○ Learn about frogs ○ Learn about insects ○ Insect habitats ○ Life Cycle or butterfly <p>Math:</p> <ul style="list-style-type: none"> ○ Problem solving ○ Use numbers to show order ○ Subtraction problems ○ Number stories ○ Making equal groups ○ Explore and solve problems ○ Use ordinal numbers <p>Literacy:</p> <ul style="list-style-type: none"> ○ Blend phonemes ○ Recognize alliteration ○ Identify rhymes ○ Count syllables ○ Identify letters and sounds ○ Compare and contrast ○ Obtain information from pictures ○ Discuss story details ○ Write words <p>Social Studies:</p> <ul style="list-style-type: none"> ○ Insects ○ Cooperate with others <p>Big Book: <u>Edie’s Backyard Bugs</u> PATHS: Lesson 43 –Ending and Transitioning</p>	<ul style="list-style-type: none"> -From Caterpillar to Butterfly -The Very Hungry Caterpillar -Sugarbug -Why Mosquitoes Buzz in People’s Ears -The Crunching Munching Caterpillar -A Book of Colors, Butterfly, Butterfly -Waiting for Wings -Counting Bugs -Beetle Hop -Bugs, Bugs, Bugs -Are you a Butterfly -Little Bee -Bugs are Insects -Becoming a Butterfly -I Love Bugs -Born to Be a Butterfly - The Grouchy Ladybug -Tumble, Bumble -100 Hungry Ants -The Very Quiet Cricket -Insect Soup 	<p>Create a butterfly lifecycle diagram using art materials. Have kids explain the process.</p>	<p>Health and Safety (blue): Discuss allergies and what to do if you are allergic to bee stings.</p> <p>Mental Health (pink): Discuss with students how they feel when they see different kinds of bugs. Have they draw emotion faces (happy, scared, sad...) and place them by pictures of different bugs.</p> <p>Dental (yellow): Read: <i>Sugarbug Doug: All about Cavities, Plaque and Teeth</i> by Ben Magleby</p> <p>Multicultural (green) Read: <i>Why Mosquitoes buzz in People’s Ears</i>. Discuss where in the world the story originated.</p> <p>Nutrition (orange): Read: <i>The Very Hungry Caterpillar</i>. Discuss what the caterpillar eats, why and if it is healthy.</p>
May 8- May 12	Final Review and Testing					
May 15 – May 19	Final Testing					