

Theme:				
Math	Reading	Writing	Listening	Speaking
-Counting: calendar, kids in school, days in school (gr. of 10), fruit loop necklace, number charts, snack -measurement: take two objects (bigger, smaller, longer, shorter or taller) -flash cards (0-5) -id. Numbers on calendar, days in school, puzzles, etc. -ordinal #'s for getting in line -sort: folder games, weather chart, attendance -geometry: blocks, manipulatives -patterns: calendar and dangles	-select books to take home/ read at school. -recognize own name/ classmates names. -recognize letters of own name. -Concepts of Print -Sound/ Letter identification -Pre-reading behaviors -Pictures to words -orally tell stories from books -comprehension assessment of stories/ pictures during read alouds -picture predictions -environmental print -KWL -activating prior knowledge -journal pages	-responding to field trips, family activities, school activities, opinions, and seasons -sharing writing and drawing with others (responses to books, field trips, and art center) -dictate sentences for responses -tracing/ writing name -self portrait -journals -Science homework -Copy letters (names, rainbow writing, sight words, commonly used words, word wall) -Left to right -Top to bottom -Letter People activities -Zoo Phonics activities	-recall 3 details from text -follow basic directions -environmental sounds; tardy bell, pledge, fire drill -read alouds -Ss tell what they liked about a book -Ss tell favorite story -Compare different versions of "5 little monkeys" -respect others -Praise Ss who are listening -correct Ss when not listening	-Dramatic play center -Circle Time -Read Alouds -Read Alongs -Shared Reading -Oral responses to questions: Lunch, good morning/ greeting, free choice -reporting information: weather, days of the years, months of the week, date -sharing journals -conflict resolution, choosing the correct bus based on pictures -KWL charts -graphing -sequencing -T Charts
Science	Social Studies			
-Weather	-Classroom Rules -Traditions/Roots -Community Issues/Problems			

Theme: Developing Relationships, Apples, Seasons (fall)				
Math	Reading	Writing	Listening	Speaking
-Count: 1,2,3... song; 2 of each on dangle -Graphing: intro, bar, pictorial, boy/girl -Ordinal: animals -Patterns: intro., use body, dangle- paper/straw; acorn/leaf/apple/bell	-books of interest/known information about going to school, making friends, riding a school bus, apples -begin to recognize own name -Pre-reading behaviors -Pictures to words -orally tell stories from books -comprehension assessment of stories/ pictures during read alouds -picture predictions -environmental print: alphabet strip, name tags, classroom rules, bulletin boards, symbol recognition, weather words, bathroom sign -distinguish between real and imaginary stories	-personal experience response/ sharing: first day of school, draw a picture of the classroom, apple orchard field trip, families, caterpillars -tracing names, rainbow names, self portraits, mat man -respond to texts	-"if you can hear my voice put your hands..." -Intro. Tardy bell, pledge, fire drill -Ss id. where setting is -Ss tell character traits -Intro. "5 little monkeys" song	-Dramatic Play: Kitchen, Dolls, Dress Up -Participating in Group Stories, Songs, Finger Plays -describing characters and actions in a story -respond orally to simple questions or directions (lining up, washing hands, getting ready to go outside, circle and lunch time directions, what is your name? who is sitting next to you? Who are your teachers?) -Topic sharing knowledge: butterflies, apples, boy-girl, location of items in a classroom, numbers -reporting information: What is your neighbor's name?, What is your name? -Life stages of a butterfly: What is this? -Identifying characters in a story -Conversations about books and experiences: What is one thing you like/saw about the apple orchard? What would you feed a caterpillar?, How did you feel the first day of school? -Apple Graph -Boy/Girl Graph
Science	Social Studies	Dramatic Play		
Seasons (fall), apples	Community Issues/Problems: Conflict resolution	Kitchen Dolls Dress Up		

Read aloud books & songs: butterfly books, *Life Cycle of a Caterpillar*, apple books, "Apple poem", "Appleseed", "Johnny Appleseed", *The Kissing Hand*, "Rolly Polly Caterpillar", *The Very Hungry Caterpillar*, Going to School books, *Will you be my Friend?*, "School Bus"

Theme: 5 Senses, Halloween, Butterflies				
Math	Reading	Writing	Listening	Speaking
-Count: dangle (3 of each); 1 little...pumpkin; everyday (pg. 24); position body; 5 Little Pumpkins; Harcourt (pg. 15) -graph: pumpkin face, favorite color, favorite season, apple, hair color, eye color -Meas.: read <i>The Biggest Fish</i> ; <i>Twice My Size</i> ; intro circles, body parts -Ordinal: people/animals -Sort: intro. Circle & square; color; texture -Geo.: intro circle -Patterns: 6 children, felt board, dangle; cat/bat/ghost/pumpkin/witch	-books of interest/known information about butterflies, pumpkins, Halloween, the 5 senses, weather, body parts -recognize own name, recognize classmates names -Sounds and letters: N, H, W, P -Pre-reading behaviors -Pictures to words -orally tell stories from books -comprehension assessment of stories/ pictures during read alouds -picture predictions -environmental print: weather symbols, circle collage, fire extinguisher, fire alarm -distinguish between real and imaginary stories	-personal experience response/ sharing: Halloween, favorite season, Jack-O-Lantern face, weather -tracing names, rainbow names, self portraits, mat man, <u>From Ann to Zach</u> , headband with names (Mr. N), Letter Writing N, H, W, P -respond to texts	-Ss tell what sound Mr./Ms. (N, H, W, P) makes -Zoo Phonics; Nigel Night owl, Honey Horse, PeeWee Penguin, Willie Weasel -musical instruments -Ss tell favorite. color -Ss tell favorite. apple -Ss tell favorite. Jack-O-Lantern face -Ss tell favorite. season -Promethean board; student of the week	-Dramatic Play: Halloween Costumes -Participating in Group Stories, Songs, Finger Plays -describing characters and actions in a story -respond orally to simple questions or directions (state letter sound/ recognition for N, H, W, P, ask students their favorite color?, which apple they like best?, favorite Jack-O-Lantern face? Favorite season?, -Topic sharing knowledge: Christopher Columbus, weather, pumpkins, Halloween, costumes, body parts -reporting information: favorite color, apple choice, favorite Jack-O Lantern face, favorite season -Identifying characters in a story -Conversations about books and experiences: Share your Halloween costume with your neighbor. -Jack-O-Lantern Graph, Season Graph, Color Graph, Hair/ Eye color graph.
Science	Social Studies	Dramatic Play		
5 senses: Science Lesson 2:What do you hear?, Science Lesson 9:Air, air everywhere, Science Lesson 5: Seeing colors change, Science Lesson 1:Reach out and touch Body Parts, Seasons, Weather	Good Citizen/Rules and responsibilities; classroom roles and building relationships	Halloween Costumes		

Read aloud books & songs: Christopher Columbus book, weather books, *From Seed to Pumpkin*, "5 Little Witches", "5 Little Pumpkins", "5 Little Monkeys"

Theme: Thanksgiving/ Harvest, 5 Senses				
Math	Reading	Writing	Listening	Speaking
-Count: dangle (4 of each), everyday(pg. 23), blocks; 10 Lil Indians, 5 Lil. Turkey's -Graphing: <i>We Can Make a Graph</i> , shower/bath, Where eat Thanksgiving dinner -Meas.: Harcourt (pg. 7); children-taller/shorter; longer/shorter body parts, black line master NR1 -#'s: intro. 0-3; count objects; flash cards -Ordinal: attributes; Harcourt (pg. 31, 32) -Sort: circle/square; colors -Geo.: intro square; circle & square collage; match and sort circle and square; Harcourt (pg. 23) -Patterns: <i>I See Patterns</i> , make pattern to match card, dangle; horn of plenty, owl, hat, turkey	-books of interest/known information about sharing, the 5 senses, feelings, Thanksgiving -recognize own name, recognize classmates names -Sounds and letters: M, A, B -Pre-reading behaviors -Pictures to words -orally tell stories from books -comprehension assessment of stories/pictures during read alouds -picture predictions -environmental print: Thanksgiving foods, feelings, faces -distinguish between real and imaginary stories	-personal experience response/ sharing: smelling, tasting, looking, sounds, touch, favorite food, feelings, Thanksgiving -tracing names, rainbow names, self portraits, mat man, Letter writing: M, A, B -respond to texts	-Ss tell what sound Mr./Ms. (M, A, B) makes -Zoo Phonics listening: Missy Mouse, Allie Alligator, Bubba Bear -Harvest Day Bread directions -tasting; "Try .." -Smelling; "Smell ..." -Ss tell favorite. thing to eat at Thanksgiving -Ss tell what thankful for -Ss tell if makes them happy/sad -compare "5 little turkeys" with previous songs -compare "I'm Little Indian" & "Great Big Turkey" with "Teapot" -listen to letters of what are thankful for -listen to what are favorite. things to eat	- Dramatic Play: Kitchen, Foods, Native Americans/ Pilgrims -Participating in Group Stories, Songs, Finger Plays -describing characters and actions in a story -respond orally to simple questions or directions (state letter sound/ recognition for M, A, B, ask students What did you like/ didn't like that we tasted? Would this make you happy/sad?, What are you thankful for? What do you eat for Thanksgiving dinner? -Topic sharing knowledge: Thanksgiving, feelings, taste, patterns -reporting information: taste lab, happy/ sad plates, Thanksgiving -Identifying characters in a story -Conversations about books and experiences: Thanksgiving dinner: What makes you happy? What makes you sad? -Favorite thing to eat, Where do you eat Thanksgiving dinner? Do you take a shower or a bath?
Science	Social Studies	Dramatic Play		
5 senses: Science Lesson 4: Tasting, Time -Science Lesson 3: What's That Smell?, Science Lesson 12: Better Butter (Harvest Day)	Traditions/Roots of American Culture: Harvest day; Thanksgiving	Kitchen Foods Pilgrims/ Native Americans		

Read aloud books & songs: Five Senses books, Thanksgiving books, "My Five Senses", *My Many Color Days*, "Circles", "Squares", *Rainbow Fish*, "Achoo", *We Share at School*, *Costume Parade*, "5 Little Turkeys", "I'm a Little Indian", "I'm a Little Teapot", "I'm a Great Big Turkey"

Theme: Seasons (winter), Holidays				
Math	Reading	Writing	Listening	Speaking
-Count: dangle 5 of each; ct. objects in bag; 5 Lil Elves -Graphing: Christ. Tree up; candy canes -Meas.: taller/shorter; Harcourt (pg.8, 29) -#'s: 4 & 5; ct. objects; flash cards; Christ. Tree game -Ordinal: The Costume Parade -Sort: sizing game; intro blue & brown; buttons; Harcourt activity book -Geo.: intro triangles -Patterns: felt board; Harcourt (pg. 10); dangle; pine trees/candy canes/stars/bells	-books of interest/known information about Kwanza, kindness, Christmas, Hanukah, winter -recognize own name, recognize classmates names -Sounds and letters: K, D -Pre-reading behaviors -Pictures to words (square, circle, triangle) -orally tell stories from books -comprehension assessment of stories/ pictures during read alouds -picture predictions -environmental print: winter words -distinguish between real and imaginary stories	-personal experience response/ sharing: Christmas, helping at home, friends at school, winter -tracing names, rainbow names, self portraits, mat man, Letter writing: K, D -respond to texts	-Ss tell what sound Mr./Ms (K, D) makes -Zoo Phonics; Kayo Kangaroo, Deedee Deer -put on snowsuit, boots, coat (in order) -Id sound – Christmas bells -Ss tell if like candy canes -graph what want for xmas -compare “Jingle Bells” & “Jingle Bell Mice” -compare “5 Little Monkeys” & “5 Little Elves” -listen to what other Ss want for Christmas	Dramatic Play: Santa’s Workshop -Participating in Group Stories, Songs, Finger Plays -describing characters and actions in a story -respond orally to simple questions or directions (state letter sound/ recognition for K, D ask students order of dressing for recess -Topic sharing knowledge: Dinosaurs, Winter, Christmas/ Holidays -reporting information: dressing for recess/ Christmas list, Do you like candy canes? -Identifying characters in a story -Conversations about books and experiences: sequence <i>Across the Stream</i> , winter activities -What do you want for Christmas?, Candy canes graph, Christmas tree graph
Science	Social Studies	Dramatic Play		
-Science Lesson 8: Floaters and Sinkers, seasons (winter)	Traditions: Christmas, Hanukkah; Kwanza Rules & Responsibilities: helping at home Good Citizen: friends at school	Santa’s Workshop		

Read aloud books & songs: Hanukah books, Kwanza books, Seasons of Winter books, *Goldilocks and the Three Bears*, *Rainbow Fish*, Christmas books, “Jingle Bells”, “Jingle Bell Mice”, “Five Little Elves”

Theme: Opposites, Health				
Math	Reading	Writing	Listening	Speaking
-Count: dangle (6 of ea.), small bag of small objects, 5 Lil. Snowflakes, intro flag; change all previous activities from 5 to 10 -Graphing: favorite animal -Meas.: partners find 2 objects; block towers -#'s: ct. objects; snowman game; represent number] -Operations: Verbal finger addition stories -Ordinal: Everyday (pg. 41) -Sort: intro colors; Harcourt (pg. 5); ct. objects -Geo.: sort 3 different size shapes -Patterns: id. what is pattern or not; dangle; snowflakes/snowmen/mittens	-books of interest/known information about winter, Martin Luther King Jr., multiculturalism, day/night, opposites, ginger bread people, exercise, differences -Sounds and letters: F, O, E -Pre-reading behaviors -Pictures to words (square, circle, triangle, shmoe, sun, moon) -orally tell stories from books -comprehension assessment of stories/ pictures during read alouds -picture predictions -environmental print: opposite pictures, day/ night chart -distinguish between real and imaginary stories -sharing journals	-personal experience response/ sharing: favorite animal, Shmoe, day/ night activities, favorite exercise -writing names, rainbow names, self portraits, mat man, Letter writing F, O, E -respond to texts -Journal Page: Where would your funny feet like to go walking?	-Ss tell what sound Mr./Ms (F, O, E) makes -Zoo Phonics: Francy Fish, Ellie Elephant, Olive Octopus -"Take a crayon & draw a (shape) -Ss tell favorite. animals -Ss tell favorite. exercises -compare "5 little snowflakes" -listen to other Ss tell favorite. animal -listen to other Ss tell favorite. exercise	Dramatic Play: exercise gym, hospital, Chinese New Year -Participating in Group Stories, Songs, Finger Plays -describing characters and actions in a story -respond orally to simple questions or directions (state letter sound/ recognition for F,O,E ask students: How are we the same/ different?, favorite animal, favorite exercise, opposites -Topic sharing knowledge: winter, opposites, animals, exercise -reporting information: same/ different, favorite animal, exercise, opposites, What sound does your name start with? -Identifying characters in a story -Conversations about books and experiences: My mitten was so big that a _____ fit inside -favorite animals, favorite exercise
Science	Social Studies	Dramatic Play		
-exercise; healthy bodies -day/ night -Science Lesson 13: Shoe sorting/ categorizing	Traditions by various groups: Chinese New Year; American democracy/key events: Martin Luther King, Jr.	-Exercise Gym -Hospital -Chinese New Year		

Read aloud books & songs: Season of winter books, Martin Luther King Jr. books, Multicultural books, Day and Night books, Opposites books, Jan Brett: *The Mitten*, *Annie and the Wild Animals*, *The Foot Book*, *The Snowy Day*, "Five Little Snowflakes",

Theme: Exercise,				
Math	Reading	Writing	Listening	Speaking
<p>-Count: dangle-7 each; small objects; everyday (pg. 24); poem; "Ten in the Bed"</p> <p>-Graphing: house, groundhog</p> <p>-#'s: add 5 objects; Harcourt (pg. 19); matching cards</p> <p>-Operations: finger subtraction & addition stories (show + equation);</p> <p>-Sort: Valentine game; Harcourt (pg. 17); ct. groups of objects-more/less</p> <p>-Geo.: shape rubbing into small shapes</p> <p>-Patterns: Mr. Noisy's Book of Patterns, diff colored circles, dangle; med & large hears</p>	<p>-books of interest/known information about Valentines Day, Chinese New Year, needs, homes, rest, healthy habits, Groundhog Day</p> <p>-Sounds and letters: Y, C, G</p> <p>-Pre-reading behaviors</p> <p>-Pictures to words (foods, red cross, doctor, exercise chart, shape collage, houses/homes symbol)</p> <p>-orally tell stories from books</p> <p>-comprehension assessment of stories/ pictures during read alouds</p> <p>-picture predictions</p> <p>-environmental print</p> <p>-distinguish between real and imaginary stories</p> <p>-sharing journals</p> <p>-sequencing games</p>	<p>-personal experience response/ sharing: rest/ sleep, favorite healthy food, Groundhog's shadow, winter needs, Who do you say goodnight to?, What do you like to sleep with?, Where do you rest?, houses and homes</p> <p>-writing names, rainbow names, self portraits, mat man, Letter writing: Y, C, G</p> <p>-respond to texts: <i>Mouse Mess</i>: What is one thing that mouse makes a mess with? <i>Goodnight</i>: Where was the animal when it was time to say goodnight?</p> <p>-Journal Page: What do you sleep with at night?, What is your favorite healthy food?, Who is somebody special to you? Why?</p>	<p>-Ss tell what sound Mr./Ms (Y, C, G) makes</p> <p>-Zoo Phonics: Yancy Yak, Catina Cat, Gordo Gorilla</p> <p>-Intro 2 step directions</p> <p>-addition word problems</p> <p>-Ss tell favorite. food to stay healthy</p> <p>-Ss tell favorite. exercise to stay healthy</p> <p>-compare "5 Little Valentine's"</p> <p>-Compare "Chinese New Year" & "Hear the Animals" to "Old Macdonald"</p> <p>-Ss share how to keep earth clean</p>	<p>Dramatic Play: Chinese New Year, Exercise, Hospital</p> <p>-Participating in Group Stories, Songs, Finger Plays</p> <p>-describing characters and actions in a story</p> <p>-respond orally to simple questions or directions (state letter sound/ recognition for Y ,C, G ask students: What is a healthy food?, What exercise do you like?, What is the opposite?</p> <p>-Topic sharing knowledge: Chinese New Year, food, rest, homes, Valentines Day, recycling</p> <p>-reporting information: healthy food, healthy exercise</p> <p>-Identifying characters in a story</p> <p>-Conversations about books and experiences: Night/ Day picture: What do you do?</p> <p>-Favorite healthy food graph, share a way to keep the earth clean, Groundhog graph, What kind of house do you live in?</p>
Science	Social Studies	Dramatic Play		
<p>Recycling</p> <p>Needs (healthy habits: eating, rest, exercise)</p> <p>Science Lesson 6: Shaping Up</p>	<p>Traditions by various groups: Chinese New Year; Mardi Gras, Valentines Day, Homes, Traditions/Roots of American Culture: Groundhog Day</p> <p>Roots: Presidents Day</p> <p>Needs through Resources: Needs (healthy habits)</p>	<p>Chinese New Year</p> <p>Exercise Gym</p> <p>Hospital</p>		

Read aloud books & songs: Valentine's Day books, Ground Hog Day books, Chinese New Year books, "Five Little Valentines", "Chinese New Year", "Hear the Animals", "Old MacDonald Had a Farm"

Theme: Animals, Insects				
Math	Reading	Writing	Listening	Speaking
-Count: dangle – 3 colors; 8 of each color, What Comes in 3's. how many? -Graph: wheels on a bike, favorite. pet, favorite. zoo animal -Meas.: intro sun & moon, chart activities in day vs. night, "Over There Sun" poem -#'s: show # and Ss place objects, black line master NR3, NR4, NR5, NR6 -operations: finger subtraction stories (with equation), verbal add stories with manipulatives -Sort: Easter egg on size, more/less blocks -Geo.: rectangle -Patterns: rotate pattern centers, dangle; white, lt. green & dark green shamrocks	-books of interest/known information about farm animals, pets, zoo animals, insects -Sounds and letters: R, S, Z, T, I -Pre-reading behaviors -Pictures to words (animals, socks) -orally tell stories from books -comprehension assessment of stories/ pictures during read alouds -picture predictions -environmental print: favorite pets, favorite zoo animals, favorite farm animals, rainbow -distinguish between real and imaginary stories -sharing journals -sequencing games	-personal experience response/ sharing: ways to keep yourself safe, spring activities, favorite form of transportation, pets -writing names, rainbow names, self portraits, mat man, Letter writing R, S, Z, T, I -respond to texts: <i>D.W. Rides Again</i> : What is one way D.W. stayed safe? <i>My Dog Rosie</i> : Open pet response, <i>Farmer Duck</i> : Who from this story do you think was a hard worker? -Journal Page: ways to keep yourself safe, spring activities, favorite form of transportation, pets	-Ss tell what sound Mr./Ms (T, S, R, Z) makes -2 step directions -Subtraction word problems -Sequence animals activity (positional words) -Id sounds: traffic crossing signal, shelter drill, Wheels on the Bus, Old MacDonald -Ss tell favorite, pet animal -Ss tell favorite. zoo animal -Ss tell favorite. farm animal -compare "5 little leprechauns" -compare ... <i>Moon & ...Gorilla</i> -listen to other Ss pets -what Ss like about favorite. zoo animal -Describe Mardi Gras mask	Dramatic Play: Farm, Zoo, Transportation -Participating in Group Stories, Songs, Finger Plays -describing characters and actions in a story -respond orally to simple questions or directions (state letter sound/ recognition R, S, Z, T, I ask students: What is your favorite farm animal/zoo animal/ pet? Traffic light questions, Mardi Gras masks -Topic sharing knowledge: farm animals, zoo animals, pets, Mardi Gras, St. Patrick's Day, safety -reporting information: Pets, zoo animals, farm animals, traffic lights -Identifying characters in a story -Conversations about books and experiences: sort pet/ farm/ zoo animals. Easter -Pets, Zoo Animals, Farm Animals, Bike graph
Science	Social Studies	Dramatic Play		
Animals Insects (praying mantis, butterflies, lady bugs)	Rules and responsibilities: safety	Farm Zoo Transportation		

Read aloud books & songs: Zoo Animals, Mari Gras, Farm Animals, Pets, St. Patrick's Day books, Leprechaun books, Easter books, poetry, Nursery rhymes – *1-2 Buckle My Shoe, Farmer and the Dell, Kaborta and the Wind, Five Little Ducks, Mr. Bullfrog/Baby Chick, "Five Leprechauns", Good Night Moon, Good Night Gorilla, Dr. Seuss books,*

Theme: Insects, Gardening, Dinosaurs, Seasons (spring)				
Math	Reading	Writing	Listening	Speaking
-Count: dangle; 9 of each -graph: m&m graph -Meas.: daytime vs. nighttime -#'s: black line master NR7, NR8, ladybug game -Operations: verbal add & subtract with manipulative, flash cards -Sort: blocks on tray -Geo.: circles, triangles, squares, triangles, rectangles by shape & color, <i>Color Farm</i> use shapes to create animals -Patterns: sun/moon, Harcourt pg 13, 14, dangle; umbrellas, raindrops, clouds	-books of interest/known information about insects, dinosaurs, Gardening Day, Earth Day, Arbor Day -Sounds and letters: I, Q -Pre-reading behaviors -Pictures to words (insects, dinosaurs, parts of an insect, growing process of a flower) -orally tell stories from books -comprehension assessment of stories/ pictures during read alouds -picture predictions -environmental print: fossils, types of insects, insect parts, parts of a plant -distinguish between real and imaginary stories -sharing journals -sequencing games	-personal experience response/ sharing: Do you like insects? What is your favorite insect?, Tell about a time when you saw an insect?, favorite dinosaur, How did you feel when the lady bug came out? -writing names, rainbow names, self portraits, mat man, Letter writing I, Q -respond to texts -Journal Page: Insect Observations	-Ss tell what sound Mr./Ms (I, Q) makes -Zoo Phonics: Inny Inchworm, Queeny Quail -2 step directions -id fire drill -Ss tell what keeps earth clean -Ss tell why(not) like insects -Ss tell favorite. cookie -Ss tell why ladybug grouchy -compare "5 little fireflies" -state 2 quiet animal sounds -state 2 loud animal sounds -listen to other Ss tell how to keep earth clean -listen to why other Ss like insects -listen to other Ss favorite cookie	Dramatic Play: Gardening, insects, dinosaur tracks/ eggs -Participating in Group Stories, Songs, Finger Plays -describing characters and actions in a story -respond orally to simple questions or directions (state letter sound/ recognition for I, Q ask students: Why is it important to eat vegetables?, Earth Day response, Insect questions, favorite dinosaur -Topic sharing knowledge: Gardening, the Earth, Insects, Dinosaurs -reporting information: vegetables, Earth Day, insects, dinosaurs -Identifying characters in a story -Conversations about books and experiences: Dinosaurs, Earth Day, insects, vegetables -Parts of the insect, categorizing insects/ why, MnM Graph
Science	Social Studies	Dramatic Play		
Insects, praying mantis, ladybugs, butterflies, dinosaurs, plants, seasons (spring)	Community Issue/Problem, Good Citizen: Earth Day, Arbor Day	Gardening Insects Dinosaur Tracks/ Eggs		

Read aloud books & songs: Insect books, Earth Day books, Arbor Day books, Gardening Day, *The Doorbell Rang*, *The Very Hungry Caterpillar*, *The Very Quiet Cricket*, *The Very Lonely Fire Fly*, *The Very Grouchy Ladybug*, *The Very Busy Spider*, *Bug Safari*, "I love Bugs", *Groundhog's Garden*, "Seeds", *Dinosaurs Roar*, *Dinosaur Rumpus*, *Dinosaur Babies*, *Bones Bones Dinosaur Bones*, *Dinosaurs Dinosaurs Hunt for Dinosaurs*, "This is How the Dinosaurs Walked"

Theme: Vegetables, Underwater Animals				
Math	Reading	Writing	Listening	Speaking
-Count: dangle; 10 of each -Sort: sort geo. shapes by shape & size -Geo.: small & large circle, square, rectangle, triangle -Patterns: dangle; 2 diff. flowers, evaluation **Review from year and assess for report card	-books of interest/known information about light/ dark, underwater animals, sounds, seeds and plants, sounds, shadows -Sounds and letters: V, U, L, J -Pre-reading behaviors -Pictures to words (day time/ night time activities, plant growing process, types of vegetables) -orally tell stories from books -comprehension assessment of stories/ pictures during read alouds -picture predictions -environmental print: plant parts, types of plants, umbrella, raindrop -distinguish between real and imaginary stories -sharing journals -sequencing games	-personal experience response/ sharing: favorite vegetable, preparing vegetables, day/ night activities, Draw a picture of your shadow. What did your shadow do? -writing names, rainbow names, self portraits, mat man, Letter writing: V, U, L, J -respond to texts -Journal Page: Draw a picture of an animal you saw underwater? Vegetable sequencing	-Ss tell what sound Mr./Ms (V, L, U, J) makes -Zoo Phonics: Vincent Vampire Bat, Umber Umbrella Bird, Lizzy Lizard, Jerry Jellyfish) -2 step directions -cooking directions -Id fog horn, jingle bells, clapping, splash, rain, toilet flush, babbling brook, birds chirping -predict planting – what will go 1 st -Ss tell which is bigger self or shadow -Ss tell if shadow short or long -compare “I’m a Little Raincloud” -Compare “Planting Seeds” to “Mulberry bush” -describe process of seed growing -something to take to picnic -name water sounds at table	Dramatic Play: Gardening, underwater animals, puppets, rainy day -Participating in Group Stories, Songs, Finger Plays -describing characters and actions in a story -respond orally to simple questions or directions (state letter sound/ recognition for V, U, L, J, Ask students: What will grow from these seeds? Shadow questions, How many legs/ antennae does an insect have? -Topic sharing knowledge: gardening, vegetables, light/ dark, water -reporting information: seeds, shadows, insects -Identifying characters in a story -Conversations about books and experiences: Animal/ ocean pictures, -Sequence chart for planting, favorite noise, T-chart: What lives on the land/ in water, What do you do in the morning/ night
Science	Social Studies	Dramatic Play		
Gardening, plants, seeds, vegetables, day/night, light/dark, magnets, underwater animals, water evaporation, sounds, shadows, Science Lesson 7: Magnets (Attract Me, Attract Me Not), Science Lesson 10: Bubbles Away	Civic Life: Visit to Post Office	-Gardening -Underwater animals -Puppets -Rainy Day		

Read aloud books & songs: Vegetables, Seeds and Plants, Day and Night/Light and Dark, Shadows, Underwater Animals, Noises, *Carrot Soup*, *Stone Soup*, “I’ll Plant a Little Seed”, “Planting Seeds”, *What the Sun and the Moon Sees*, *Laugh with Me*, “Hide and Seek Shadows”, “Moon Come Out”, “I’m a Little Raincloud”, “Five Little Ducks”, “Storm”, “Splash”, “Rain”, “Just Listen”, Mice Squeak We Speak, “Come Along Daisy”, “John Jacob Jingle Heimer Shmit”, *Swimmy*, *A letter to Amy*, *Dear Mr. Blueberry*, “Five Green Speckled Frogs”

Theme: Planets, Seasons (summer)				
Math	Reading	Writing	Listening	Speaking
**Review/extend concepts from entire year	<ul style="list-style-type: none"> -books of interest/known information about outer space, planets, stars, summer -Sounds and letters: X -Pre-reading behaviors -Pictures to words (planets, solar system, x-rays) -orally tell stories from books -comprehension assessment of stories/ pictures during read alouds -picture predictions -environmental print: planets, x-rays, seasonal pictures -distinguish between real and imaginary stories -sharing journals -sequencing games 	<ul style="list-style-type: none"> -personal experience response/ sharing: The Sky at Night, Summer break activities, favorite field day activities -writing names, rainbow names, self portraits, mat man, Letter writing: X -respond to text -Journal Page: What do you see when you look at the sky at night?, Are you excited for summer break? What are you going to do? 	<ul style="list-style-type: none"> -Ss tell what sound Mr. X makes -Zoo Phonics: Xavier Fox -sort by letter sound -solar system building -rocket ship building -Id planes overhead, jets, helicopters -Ss tell favorite. planet -Ss tell why excited for summer -Compare "5 little astronauts" -listen to other Ss tell favorite planet 	<ul style="list-style-type: none"> Dramatic Play: Space Station/ Astronauts, Solar System, New Planet, Kitchen -Participating in Group Stories, Songs, Finger Plays -describing characters and actions in a story -respond orally to simple questions or directions (state letter sound/ recognition for X; ask students what is your favorite planet? Are you excited for summer?) -Topic sharing knowledge: planets, planes, jets, helicopters, summer -reporting information: favorite planet, summer activities -Identifying characters in a story -Conversations about books and experiences: describe the planets, What do you do in this season (summer)? -favorite form of transportation, favorite summer activity, favorite planet
Science	Social Studies	Dramatic Play		
Outer Space, planets, seasons (summer)		Space Station/ Astronauts Solar System New Planets Kitchen		

Read aloud books & songs: Outer space, planets, summer, stars, "Hey Diddle Diddle", "Twinkle, Twinkle, Little star", "Bright Sun", "Five Little Astronauts", *Planets, I See Shapes, My Upside Down World,*