|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Theme** | **Welcome to Preschool** | **Welcome to Preschool** | **All About Me** | **Colors** |
| **Letter/Sight Word** | Letter:  Sight Word: | Letter:  Sight Word: | Letter:  Sight Word: | Letter:  Sight Word: |
| **Math Goal** | 12.1(1) The child counts to five.  14.3 (1) The child demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. | 12.1(2) The child counts objects, pointing to each one correctly while counting. | 12.1(3) The child uses language such as more or less to compare quantities. | 12.1(4) The child begins to recognize small quantities without counting them. |
| **Phonics/Word Work** | 11.1(1) The child demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary. | 11.1(6) The child demonstrates knowledge of the rules of conversations such as taking turns while speaking. | 11.2(5) The child recognizes the printed form of his or her name in a variety of contexts. | 11.1(2) The child initiates, listens, and responds in relationship to the topics of conversations with peers and adults. |
| **Social Studies** | 8.1(2) The child follows healthy self-care routines such as brushing teeth, washing hands, and using the bathroom. | 9.2(2) The child maintains concentration on a task despite distractions and interruptions. | 8.1(3) The child develops appropriate balance between rest and physical activity as part of a healthy lifestyle. | 9.3(1) The child shows interest in and finds a variety of solutions to questions, tasks, or problems. |
| **Science** | 12.4(1) The child notices, describes, and makes comparisons in the natural and designed world. | 12.4(2) The child uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to extend the senses and aid understanding. | 12.4(3) The child makes close observations of living and non-living things. | 12.4(4) The child organizes, classifies, and records information drawn from observations. |
| **Assessment** | | | | |
| **Theme** | **Pets** | **Shapes** | **All About Art** | **Farm** |
| **Letter/Sight Word** | Letter: A  Sight Word: | Letter: B  Sight Word: | Letter: C  Sight Word: | Letter: Review A,B,C  Sight Word: |
| **Math Goal** | 12.1(5) The child starts recognizing and naming of numbers. | 12.2(1)The child recognizes and creates patterns moving from simple to complex. | 12.2(2) The child predicts what comes next in a pattern. | 12.3(1The child demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. |
| **Phonics/Word Work** | 11.2(3) The child shows an awareness of environmental print such as pointing to familiar words or letters. | 11.1(5) The child asks and answers a variety of questions. | 11.1(4) The child follows oral directions that involve several actions. | 11.1(3) The child speaks in phrases and sentences of increasing length and complexity. |
| **Social Studies** | 9.3(2) The child recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults. | 9.3(3) The child shares ideas or makes suggestions of how to solve a problem presented by another person. | 9.2(1) The child persists in and completes a variety of both adult-directed and child-initiated tasks, projects, and experiences of increasing degrees of difficulty. | 8.2(3) The child expresses enjoyment in participating in physical experiences. |
| **Science** | 12.4(5) The child uses data from observations to describe the world including patterns, cause and effect relationships, and predictions. | 12.5(1) The child asks questions of the natural and designed world that can be answered through direct investigation. | 12.5(2) The child plans and carries out investigations.  12.5(3) The child makes close observations to determine causes of problems. | 12.5(4) The child uses evidence collected from investigations to evaluate results.  12.5(5) The child communicates results of investigation to others. |
| **Assessment** | | | | |
| **Theme** | **Community Helpers** | **Play it Safe** | **Fall** | **Halloween** |
| **Letter/Sight Word** | Letter: D  Sight Word: I | Letter: E  Sight Word: a | Letter: F  Sight Word: am | Letter: Review D,E, F  Sight Word: Review I, a, am |
| **Math Goal** | 12.3(2) The child identifies 2- and 3- dimensional shapes. | 12.3(3) The child notices characteristics, similarities, and differences among shapes, such as corners, points, edges, and sides. | 12.3(4) The child notices how shapes fit together and can be taken apart to form other shapes. | 12.6(1) The child sorts, classifies, and puts objects in series, using a variety of properties. |
| **Phonics/Word Work** | 11.2(6) The child shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters. | 11.2(7) The child demonstrates awareness that language is made up of words, parts of words, and sounds in words. | 11.3(1) The child attempts to communicate with others using scribbles, shapes, pictures, and/or letters in writing. | 11.3(2) The child uses expressive (speaking) language to share intended meaning of drawings and writing. |
| **Social Studies** | 9.2(3) The child sets goals and follows a plan in order to complete a task. | 8.1(4) The child demonstrates safe behaviors regarding environment (e.g, stranger, tornado, fire, traffic), substances (e.g., drugs, poisons), and objects (e.g, guns, knives, scissors). | 9.4(3) The child engages in child-initiated, unstructured play. | 9.4(4) The child plans and executes play experiences alone and with peers.1 |
| **Science** | 14.4(1) The child notices, describes, and makes comparisons in the natural and designed world. | 14.4(2) The child uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to extend the senses and aid understanding. | 14.4(3) The child makes close observations of living and non-living things.  14.4(5) The child uses data from observations to describe the world including patterns, cause and effect relationships, and predictions. | 14.4(4) The child organizes, classifies, and records information drawn from observations. |
| **Assessment** | | | | |
| **Theme** | **Health** | **Sports** | **Character Counts** | **I am Thankful** |
| **Letter/Sight Word** | Letter: G  Sight Word: at | Letter: H  Sight Word: do | Letter: I  Sight Word: of | Letter: Review G,H,I  Sight Word: Review at, do, of |
| **Math Goal** | 12.6(2) The child makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area, using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.. | 12.6(3) The child measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is. | 12.6(4) The child develops an awareness of simple time concepts within his/her daily life such as yesterday, today, tomorrow, morning, afternoon, and night. | 12.1(5) The child starts recognizing and naming of numbers. |
| **Phonics/Word Work** | 11.3(2) The child experiments with a variety of writing tools such as pencils, crayons, brushes, and chalk | 11.3(1) The child attempts to communicate with others using scribbles, shapes, pictures, and/or letters in writing. | 11.2(4) The child identifies some alphabet letters by their shapes, especially those in his or her own name | 11.1(4) The child follows oral directions that involve several actions. |
| **Social Studies** | 8.1(1) The child Begins to recognize and select healthy foods. | 8.2(2) The child demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing balls. | 10.1(1) The child expresses a positive sense of self in terms of specific abilities. | 10.1(2) The child expresses needs, wants, opinions, and feelings in socially appropriate ways. |
| **Science** | 12.4(1) The child notices, describes, and makes comparisons in the natural and designed world. | 12.4(2) The child uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to extend the senses and aid understanding. | 12.4(3) The child makes close observations of living and non-living things. | 12.4(4) The child organizes, classifies, and records information drawn from observations. |
| **Assessment** | | | | |
| **Theme** | **Construction** | **Jesus our Savior** | **Christmas** | **Christmas** |
| **Letter/Sight Word** | Letter: J  Sight Word: go | Letter: K  Sight Word: he | Letter: L  Sight Word: she | Letter: Review J,K,L  Sight Word: Review go, he, she |
| **Math Goal** | 12.1(1) The child counts to five.  14.3 (1) The child demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. | 12.1(2) The child counts objects, pointing to each one correctly while counting. | 12.1(3) The child uses language such as more or less to compare quantities. | 12.1(4) The child begins to recognize small quantities without counting them. |
| **Phonics/Word Work** | 11.1(1) The child demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary. | 11.1(6) The child demonstrates knowledge of the rules of conversations such as taking turns while speaking. | 11.2(5) The child recognizes the printed form of his or her name in a variety of contexts. | 11.1(2) The child initiates, listens, and responds in relationship to the topics of conversations with peers and adults. |
| **Social Studies** | 10.1(3) The child demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments. | 10.2(1) The child demonstrates the ability to monitor his/her own behavior and its effects on others, following and contributing to adult expectations. | 10.1(4) The child recognizes own power to make choices. | 10.2(2) The child persists with difficult tasks without becoming overly frustrated. |
| **Science** | 12.4(5) The child uses data from observations to describe the world including patterns, cause and effect relationships, and predictions. | 12.5(1) The child asks questions of the natural and designed world that can be answered through direct investigation. | 12.5(2) The child plans and carries out investigations.  12.5(3) The child makes close observations to determine causes of problems. | 12.5(4) The child uses evidence collected from investigations to evaluate results.  12.5(5) The child communicates results of investigation to others. |
| **Assessment** | | | | |
| **Theme** | **Pizza** | **Weather** | **5 Senses** | **Arctic Animals** |
| **Letter/Sight Word** | Letter: M  Sight Word: in | Letter: N  Sight Word: is | Letter: O  Sight Word: it | Letter: Review M, N, O  Sight Word: Review in, is, it |
| **Math Goal** | 12.1(5) The child starts recognizing and naming of numbers. | 12.2(1)The child recognizes and creates patterns moving from simple to complex. | 12.2(2) The child predicts what comes next in a pattern. | 12.3(1The child demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. |
| **Phonics/Word Work** | 11.2(6) The child shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters. | 11.2(7) The child demonstrates awareness that language is made up of words, parts of words, and sounds in words. | 11.3(2) The child experiments with a variety of writing tools such as pencils, crayons, brushes, and chalk | 11.3(3) The child uses expressive (speaking) language to share intended meaning of drawings and writing. |
| **Social Studies** | 9.1(1) The child deliberately chooses to explore a variety of materials and experiences, seeking out new challenges. | 9.1(3) The child asks questions about a variety of topics. | 9.4(2) The child uses sights, smells, sounds, textures, and tastes to discriminate between and explore experiences, materials, and the environment. | 9.2(4) The child chooses to participate in play and learning experiences. |
| **Science** | 14.4(1) The child notices, describes, and makes comparisons in the natural and designed world. | 14.4(2) The child uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to extend the senses and aid understanding. | 14.4(3) The child makes close observations of living and non-living things.  14.4(5) The child uses data from observations to describe the world including patterns, cause and effect relationships, and predictions. | 14.4(4) The child organizes, classifies, and records information drawn from observations. |
| **Assessment** | | | | |
| **Theme** | **Music** | **Be My Valentine** | **Presidents** | **Transportation** |
| **Letter/Sight Word** | Letter: P  Sight Word: me | Letter: Q  Sight Word: my | Letter: R  Sight Word: no/yes | Letter: Review P, Q, R  Sight Word: Review me, my, no/yes |
| **Math Goal** | 12.3(2) The child identifies 2- and 3- dimensional shapes. | 12.3(3) The child notices characteristics, similarities, and differences among shapes, such as corners, points, edges, and sides. | 12.3(4) The child notices how shapes fit together and can be taken apart to form other shapes. | 12.6(1) The child sorts, classifies, and puts objects in series, using a variety of properties. |
| **Phonics/Word Work** | 11.3(4) The child starts to demonstrate interest in learning to write letters, especially the letters in his/her name. | 11.2(3) The child shows an awareness of environmental print such as pointing to familiar words or letters. | 11.1(5) The child asks and answers a variety of questions. | 11.1(4) The child follows oral directions that involve several actions. |
| **Social Studies** | 10.2(3) The child begins to accept consequences of his/her own actions. | 8.2(1) The child demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs. | 10.2(4) The child manages transitions and changes to routines. | 8.1(5) The child communicates safety rules and the reasons for them. |
| **Science** | 12.4(1) The child notices, describes, and makes comparisons in the natural and designed world. | 12.4(2) The child uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to extend the senses and aid understanding. | 12.4(3) The child makes close observations of living and non-living things. | 12.4(4) The child organizes, classifies, and records information drawn from observations. |
| **Assessment** | | | | |
| **Theme** | **Dr. Seuss** | **Spring** | **St. Patrick’s Day** | **Bugs** |
| **Letter/Sight Word** | Letter: S  Sight Word: so | Letter: T  Sight Word: to | Letter: U  Sight Word: Up | Letter: Review S, T, U  Sight Word: Review so, to, up |
| **Math Goal** | 12.6(2) The child makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area, using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.. | 12.6(3) The child measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is. | 12.6(4) The child develops an awareness of simple time concepts within his/her daily life such as yesterday, today, tomorrow, morning, afternoon, and night. | 12.1(5) The child starts recognizing and naming of numbers. |
| **Phonics/Word Work** | 11.2(2) The child displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover). | 11.2(7) The child demonstrates awareness that language is made up of words, parts of words, and sounds in words. | 11.3(2) The child experiments with a variety of writing tools such as pencils, crayons, brushes, and chalk | 11.2(1) The child expresses an interest and enjoyment in listening to books and attempts to read familiar books. |
| **Social Studies** | 10.2(5) The child states feelings, needs, and opinions in difficult situations without harming self, others, or property. | 10.2(6) The child expresses an increasing range and variety of emotions, and transitions between feeling states become smoother | 10.3(1) The child interacts comfortably with familiar adults. | 10.3(2) The child accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments. |
| **Science** | 12.4(5) The child uses data from observations to describe the world including patterns, cause and effect relationships, and predictions. | 12.5(1) The child asks questions of the natural and designed world that can be answered through direct investigation. | 12.5(2) The child plans and carries out investigations.  12.5(3) The child makes close observations to determine causes of problems. | 12.5(4) The child uses evidence collected from investigations to evaluate results.  12.5(5) The child communicates results of investigation to others. |
| **Assessment** | | | | |
| **Theme** | **Our Favorite Authors** | **Number Fun** | **Easter** | **Plants/Going Green** |
| **Letter/Sight Word** | Letter: V  Sight Word: we | Letter: W  Sight Word: and | Letter: X  Sight Word: can | Letter: Review V, W, X  Sight Word: Review we, and, can |
| **Math Goal** | 12.1(1) The child counts to five.  14.3 (1) The child demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. | 12.1(2) The child counts objects, pointing to each one correctly while counting. | 12.1(3) The child uses language such as more or less to compare quantities. | 12.1(4) The child begins to recognize small quantities without counting them. |
| **Phonics/Word Work** | 11.2(2) The child displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover). | 11.2(6) The child shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters. | 11.2(3) The child shows an awareness of environmental print such as pointing to familiar words or letters. | 11.2(7) The child demonstrates awareness that language is made up of words, parts of words, and sounds in words. |
| **Social Studies** | 8.3(2) The child demonstrates increased skills in using scissors and writing tools for various learning experiences | 8.3(1) The child uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials such as beads, pegs, shoelaces, and puzzle pieces. | 10.3(3) The child expresses affection toward familiar adults.  10.3(4) The child shows trust in familiar adults.  10.3 (5) The child seeks help, as needed, from familiar adults. | 10.4(1) The child initiates and sustains positive interactions with peers.  10.4(2) The child develops friendships with other peers.  10.4(3) The child negotiates with others to resolve disagreements. |
| **Science** | 14.4(1) The child notices, describes, and makes comparisons in the natural and designed world. | 14.4(2) The child uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to extend the senses and aid understanding. | 14.4(3) The child makes close observations of living and non-living things.  14.4(5) The child uses data from observations to describe the world including patterns, cause and effect relationships, and predictions. | 14.4(4) The child organizes, classifies, and records information drawn from observations. |
| **Assessment** | | | | |
| **Theme** | **The way we Feel** | **Zoo/Habitats** | **Solar System** | **Dinosaurs** |
| **Letter/Sight Word** | Letter: y  Sight Word: see | Letter: z  Sight Word: the | Letter: a-z  Sight Word: All sight words | Letter: a-z  Sight Word: All sight words |
| **Math Goal** | 12.1(5) The child starts recognizing and naming of numbers. | 12.2(1)The child recognizes and creates patterns moving from simple to complex. | 12.2(2) The child predicts what comes next in a pattern. | 12.3(1The child demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind. |
| **Phonics/Word Work** | 11.2(1) The child expresses an interest and enjoyment in listening to books and attempts to read familiar books. | 11.1(5) The child asks and answers a variety of questions. | 11.3(3) The child uses expressive (speaking) language to share intended meaning of drawings and writing. | 11.3(2) The child experiments with a variety of writing tools such as pencils, crayons, brushes, and chalk |
| **Social Studies** | 10.4(4) The child starts to demonstrate turn taking and sharing with others.  10.4(5) The child expresses empathy to peers. | 10.4(6) The child accepts consequences of his/her actions.  10.4(7) The child recognizes how behaviors can affect others. | 9.1(4) The child repeats skills and experiences to build competence and support the exploration of new ideas. | 9.1(2) The child participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness. |
| **Science** | 12.4(1) The child notices, describes, and makes comparisons in the natural and designed world. | 12.4(2) The child uses scientific tools such as balance scales, measuring tapes, hand lenses, and microscopes to extend the senses and aid understanding. | 12.4(3) The child makes close observations of living and non-living things. | 12.4(4) The child organizes, classifies, and records information drawn from observations. |
| **Assessment** | | | | |
| **Theme** | **Ice Cream** | **Wet and Wild** |  |  |
| **Letter/Sight Word** | Letter: a-z  Sight Word: All sight words | Letter: a-z  Sight Word: All sight words |  |  |
| **Math Goal** | 12.1(5) The child starts recognizing and naming of numbers. | 12.2(1)The child recognizes and creates patterns moving from simple to complex. |  |  |
| **Phonics/Word Work** | 11.2(5) The child recognizes the printed form of his or her name in a variety of contexts. | 11.1(2) The child initiates, listens, and responds in relationship to the topics of conversations with peers and adults. |  |  |
| **Social Studies** | 10.4(8) The child demonstrates caring behaviors. | 9.4(1) The child participates in a variety of indoor and outdoor play experiences that increase strength, endurance, and flexibility. |  |  |
| **Science** | 12.4(5) The child uses data from observations to describe the world including patterns, cause and effect relationships, and predictions. | 12.5(1) The child asks questions of the natural and designed world that can be answered through direct investigation. |  |  |
| **Assessment** | | | | |

|  |
| --- |
| **Foundational Standards (Included in all lessons)** |
| **IELS 13.1 Art** |
| Benchmark 1. The child uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.  Benchmark 2. The child expresses ideas about his/her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.  Benchmark 3. The child demonstrates care and persistence when involved in art projects.  Benchmark 4. The child plans and works cooperatively to create drawings, paintings, sculptures, and other art projects. |
| **IELS 13.2 Music, Rhythm, and Movement** |
| Benchmark 1. The child participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and tonal instruments, and creating and singing chants, rhymes, and fingerplays from diverse cultures.  Benchmark 2. The child demonstrates meaningful creative responses when listening to music to reflect the expressive elements of music.  Benchmark 3. The child notices differences in pitch, rhythm, patterns, dynamics, tempo, and timbre.  Benchmark 4. The child demonstrates an awareness of music as part of daily life indoors and outdoors. |
| **IELS 13.3 Dramatic Play** |
| Benchmark 1. The child shows creativity and imagination when using materials.  Benchmark 2. The child assumes different roles in dramatic play situations.  Benchmark 3. The child interacts with peers in dramatic play experiences that become more extended and complex. |
| **IELS 14.1 Awareness of Family and Community** |
| Benchmark 1. The child demonstrates understanding that communities are composed of groups of people who live, play, or work together.  Benchmark 2. The child demonstrates ability to identify communities to which they belong, recognizing that their family is an important group to which they belong.  Benchmark 3. The child demonstrates responsibility as a member of a family or community.  Benchmark 4. The child shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.  Benchmark 5. The child participates in creating and following rules and routines.  Benchmark 6. The child demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members. |
| **IELS 14.2 Awareness of Culture** |
| Benchmark 1. The child demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair color.  Benchmark 2. The child demonstrates acceptance of persons from different cultures and ethnic groups.  Benchmark 3. The child demonstrates a sense of belonging, feeling pride in his/her own culture while showing respect for others.  Benchmark 4. The child uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease, and empathy with similarities and differences. |