



Our Lady of Victory School

Scope & Sequence

Prek4

DIG & Second Step

2023-2024

The Curriculum at a Glance

Dates		Activity Overview	SEL & Project-Based Learning
Week of September 11, 2023	Welcome to School Activities DIG Theme 1 Second Step Week 1	Introduce routines, centers, good/poor choices, safe environment/toilet training, bus lessons, begin 100 day of school counting, separation anxiety, school/class rules, etc DIG - What happens at school? SEL - Welcoming	Social-Emotional Learning <ul style="list-style-type: none"> - Classroom Culture - Fill your bucket Science Experiment <ul style="list-style-type: none"> - Dancing Gummy Bear
Week of September 18, 2023	Theme 1 Week 2 Second Step Week 2	DIG - How do we learn at school? SEL - Listening CLI Engage Wave 1 Begins	
Week of September 26, 2023 School closed 9/25	Theme 1 Week 3 Second Step Week 3	DIG - How do we get along with others at school? SEL - Focusing Attention	
Week of October 2, 2023 *Waterford Technology Begins	Bus Safety & Fire Prevention	Waterford Begins Bus Safety Visit & Fire Truck Visit on 10/5/23	
Week of October 10, 2023 School closed 10/9	Theme 1 Week 4 Second Step Week 4	DIG -What makes a good friend? SEL - Self-Talk CLI Engage Wave 2 End	
Week of October 16, 2023	Theme 2 Week 1 Second Step Week 5	DIG -What makes us special? SEL -Following Directions	Social-Emotional Learning <ul style="list-style-type: none"> - Calm Down Corner - Feelings & Emotions - Breathing Buddies - Glad/Sad Monster Science Experiment <ul style="list-style-type: none"> - Magic Milk
Week of October 23, 2023	Theme 2 Week 2 Second Step Week 6	DIG -How are families the same and different? SEL - Asking for What you Need or What	
Week of October 30, 2023	Theme 2 Week 3 Second Step Week 7	DIG - How do our senses help us? SEL - Identifying Feelings	
Week of November 6th, 2023 School closed 11/10	Theme 2 Week 4 Second Step Week 8	DIG - How can we keep ourselves safe? SEL - More Feelings	
Week of November 13th, 2023	Theme 3 Week 1	DIG - What are the places in our community?	

	Second Step Week 9	SEL - Identifying Anger	<ul style="list-style-type: none"> - Body Safety - Good/Bad Touch Science Experiment <ul style="list-style-type: none"> - Insta snow
Week of November 20th, 2023 School closed 11/22-11/26	Thanksgiving	What are you thankful for? Holiday Traditions	
Week of November 27th, 2023	Theme 3 Week 2 Second Step Week 10	DIG - Who are the people in our community? SEL - Same or Different Feelings	
Week of December 4th, 2023	Theme 3 Week 3 Second Step Week 11	DIG - How can we help our community? SEL - Accidents	
Week of December 11, 2023	Theme 3 Week 4 Second Step Week 12	DIG -What is the world community? SEL - Caring and Helping	
Week of December 18, 2023 School closed 12/22-1/1	Holidays around the World	Which holiday do you celebrate? How can we show love to one another?	
Week of January 2, 2024	Theme 4 Week 1 Second Step Week 13	DIG - Why is it important to stay healthy? SEL - We Feel Feelings in Our Bodies	Social-Emotional Learning <ul style="list-style-type: none"> - Character Development - Body Awareness Science Experiment <ul style="list-style-type: none"> - January Germs
Week of January 9, 2024	Theme 4 Week 2 Second Step Week 14	DIG - What food is good for us? SEL - Strong Feelings CLI Engage Wave 2 Begins	
Week of January 16, 2024 School closed 1/16	Theme 4 Week 3 Second Step Week 15	DIG - Why should we exercise? SEL - Naming Feelings	
Week of January 22, 2024	Theme 4 Week 4 Second Step Week 16	DIG - Why should we stay clean? SEL -Managing Disappointment CLI Engage Wave 2 Ends	
Week of February 5, 2024	Theme 5 Week 1 Second Step Week 17	DIG -How is the Earth important to us? SEL - Managing Anger	Social-Emotional Learning <ul style="list-style-type: none"> - Friendship - Social Awareness Science Experiment <ul style="list-style-type: none"> - Cloud in a Jar
Week of February 12, 2024	Family & School Community	100th Day of School Parent Involvement Day - Spread the Love	
Week of February 21, 2024 School closed 2/19 and 2/20	Theme 5 Week 2 Second Step Week 18	DIG -Where on Earth do different animals live? SEL - Managing Waiting	
Week of February 26, 2024	Dr. Seuss Week	Daily Activities, Wear Stripes, Wear Green, Cat in the Hat, Career Dress Up	

Week of March 4, 2024	Theme 5 Week 3 Second Step Week 19	DIG - How does the weather change during the year? SEL - Fair Ways to Play	Social-Emotional Learning - Kindness Rocks - Breathing Dragons - Science Experiment - Food Coloring Carnations
Week of March 11, 2024	Theme 5 Week 4 Second Step Week 20	DIG - How can we take care of the Earth? SEL - Having Fun with Friends	
Week of March 18, 2024	Theme 6 Week 1 Second Step Week 21	DIG -What grows? SEL - Inviting You to Play	Social-Emotional Learning - Settle Your Glitter Jars Science Experiment - Volcanos
Week of March 25, 2024 School closed 3/28-4/7	Spring/Easter	Egg Hunt & Bunny Visit Spring Weather	
Week of April 8, 2024	Week of Young Child	Activities: Music Monday, Tasty Tuesday, Work Together, Artsy Thursday, Family Friday	
Week of April 15, 2024	Theme 6 Week 2 Second Step Week 22	DIG - What do living things need? SEL - Joining In With Play	
Week of April 22, 2024 School possible closed 4/26	Theme 6 Week 3 Second Step Week 23	DIG - What do plants need to grow? SEL -Saying the Problem	
Week of April 29, 2024	Theme 6 Week 4 Second Step Week 24	DIG - How do animals grow and change? SEL - Thinking of Solutions	
Week of May 6, 2024	Theme 7 Week 1 Second Step Week 25	DIG - What is science? SEL - Speaking Assertively	Social-Emotional Learning - Growth Mindset - I can do hard things Science Experiment - Bubble Painting
Week of May 13, 2024	Theme 7 Week 2 Second Step Review	DIG - What do scientists do? SEL -Recap key skills (based on class needs)	
Week of May 20, 2024 School possible closed 5/24-5/28	Theme 7 Week 3 Second Step Review	DIG - How are objects the same and different? SEL -Recap key skills (based on class needs) CLI Engage Wave 3 Begins	
Week of May 29, 2024	Theme 7 Week 4 Second Step Review	DIG -How can objects change? SEL -Recap key skills (based on class needs)	
Week of June 3, 2024	Theme 8 Blended Week 1 & 2 Second Step Week 27	DIG - How does technology change our lives? What was life like 100 years ao? SEL -Riding the K Bus CLI Engage Wave 3 Ends	Social-Emotional Learning - Kindergarten Transition Moving Up Practice

Week of June 10, 2024	Theme 8 Blended Week 2 & 3 Second Step Week 28	DIG - How do we travel from place to place? Where does our food come from? SEL -Making New Friends in Kindergarten	
Week of June 17, 2024 Last Day of School 6/20	Moving Up	Student choice inquiry-based topics	

Curriculum

DIG Curriculum	DIG Monthly Themes
Features: <ul style="list-style-type: none"> • Thematic, Integrated Instruction • Daily, robust math • Active, meaningful literacy • Explicit oral language development • Purposeful differentiation 	<ul style="list-style-type: none"> • Theme 1. At School • Theme 2. All About Me • Theme 3. Community • Theme 4. Health and Nutrition • Theme 5. The Earth Our Home • Theme 6. Living Things • Theme 7. Science is Everywhere • Theme 8: Student Choice

*** FOUNDATIONS NEEDS TO BE ADDED AFTER PROFESSIONAL DEVELOPMENT***

** TEACHERS WILL CREATE AND IMPLEMENT INDIVIDUAL ACTION PLANS FOR SMALL GROUP
INSTRUCTION BASED ON STUDENT NEEDS ***

Assessments

- **ESI-R** - The Early Screening Inventory-Revised (ESI-R™) 2008 Edition The instrument addresses developmental, sensory, and behavioral concerns in the following areas: Visual Motor/Adaptive • Language and Cognition and • Gross Motor Skills * Will be administered within the first 15 days of school
- **Circle/CLI Engage**: The CIRCLE Progress Monitoring System Enables a teacher to assess a child's progress in a particular skill and prompts teachers to focus on lessons that target their students' least developed skill areas through small group intervention. *Circle will be administered three times a year BOY, MOY, EOY.
- **DIG Unit Progress Monitoring**: Is a quick, informal assessments at the end of each instructional week, designed to gauge children's learning and mastery of the skills taught in the program. Data should be used to discover what skills need to be retaught.
- **Teaching Assistants Observation Checklist**: Teaching assistants will complete a class observation checklist four times a week. The checklist will provide formative assessment data on social emotional, academic, and linguistic progress. This data will be housed in a binder and used for supporting students in small groups, during transitions, and ensuring students meet overall benchmarks.

Week 1: Welcome to School

Week of September 11, 2023

Why This Theme Matters

Building children's welcoming skills creates a sense of connection and comfort in the classroom community. This allows children to participate fully in classroom learning experiences. Having a positive experience of belonging in the early-learning setting helps children look forward to belonging to the learning communities of prek- kindergarten and beyond.

Week 1: 9/11/2023	Theme 1: At School	Focus Question: What happens at school?
Next Generation Standards: <u>Domain 1: Approaches to Learning PK.AL.1</u> Actively engages in play as a means of exploration and learning <u>Domain 3: Social and Emotional Learning PK.SEL.4.</u> Develops positive relationships with their peers <u>Domain 4A: Communication, Language and Literacy PK.AC.1.</u> Demonstrates motivation to communicate <u>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.3</u> Understands the relationship between numbers and quantities to 10, connects counting to cardinality <u>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.4.</u> Begins to learn basic civic and democratic principles		
Vocabulary: Wow Words: challenge, considerate, disturb, commotion, tidy		
Literacy Focus	<ul style="list-style-type: none"> ● Read How do Dinosaurs Go to School ● Describes the role of author and illustrator ● Using picture cues ● Children act out situations from story ● Use pictures to classify feelings based on what is happening in the story. ● Describe how the dinosaurs in the story are following or breaking classroom rules. ● "How do Dinosaurs go to School" T-Chart 	<ul style="list-style-type: none"> ● Recognizes own name ● Recognizes and names letters ● Introduce the Letter People ● Introduce the Alphabet Strip
Math Focus	<ul style="list-style-type: none"> ● Model clapping names ● Guide sorting names ● Guide classifying ● After names are sorted, count how many names are in each group ● Create AB pattern using the colors of children's shirts ● Movement pattern; Children copy/continue teacher's pattern of clap/pat. 	<ul style="list-style-type: none"> ● Sorts, describes, classify objects ● Uses one-to-one correspondence when counting ● Use visual support such as a cutout of a boy or girl to guide sorting groups ● Recites numbers in order ● Counts to determine quantity ● Recognizes and describes patterns ● Copies and extends patterns

Learning Centers	<ul style="list-style-type: none"> ● Library: Read about others starting school; share with a friend and provide drawing/writing materials to respond ● Writing: Students will draw, scribble, and write letters with a variety of materials ● Math - Students explore counters and manipulatives ● Art - Self Portraits, Name Art with Patterns ● Technology: explore Letter People Games in MyDigPreK.com ● Senory Table - Teacher choice from Binder & Google Form order materials due 15th of each month ● Introduce Centers and guided free exploration with student tags ● Blocks - Provide large and small blocks, small toys (people, cars, environment). Encourage to work together and be careful around other' buildings. ● Dramatic Play - Get Ready for School
Second Step Week 1	<p>Welcoming</p> <p>Why This Theme Matters</p> <p>Building children's welcoming skills creates a sense of connection and comfort in the classroom community. This allows children to participate fully in classroom learning experiences. Having a positive experience of belonging in the early-learning setting helps children look forward to belonging to the learning communities of kindergarten and beyond.</p> <p>Objectives</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Make a friendly greeting ● Say their names ● Demonstrate showing someone new around the classroom <p>Lesson Concepts</p> <ul style="list-style-type: none"> • There are many ways to welcome someone new to class. • Welcoming someone is a way to show you care. • Welcoming helps other children feel they belong to the class. <p>Key Words</p> <ul style="list-style-type: none"> • Welcome/Welcoming

Week 2: 9/18/2023	Theme 1: At School	Focus Question: What happens at school?
Next Generation Standards: <u>Domain 1: Approaches to Learning PK.AL.4.</u> Exhibits curiosity, interest, and willingness to learn new things and have new experiences <u>Domain 3: Social and Emotional Learning PK.SEL.4.</u> Develops positive relationships with their peers <u>Domain 4A: Communication, Language and Literacy PK.AC.1.</u> Demonstrates motivation to communicate <u>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.9.</u> Duplicates and extends simple patterns using concrete objects (e.g., what comes next?) <u>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.4.</u> Begins to learn basic civic and democratic principles.		
Vocabulary: Wow Words: explore, discover, responsible, alert, careful		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Safe at School” ● Understands and follows rules and routines ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Connect focus question ● Introduce Anchor Chart 	<ul style="list-style-type: none"> ● Recognizes own name ● Recognizes and names letters ● Introduce the Letter People ● Introduce the Alphabet Strip ● Shared writing responding to text
Math Focus	<ul style="list-style-type: none"> ● Recognizes AB patterns ● Create AB pattern using the boys/girls in class ● Movement patterns ● Children copy/continue teacher’s pattern of clap/pat ● Model, Sorts and describes objects ● Uses one-to-one correspondence when counting 	<ul style="list-style-type: none"> ● Use visual support such as a cutout of a boy or girl to guide sorting groups ● Recites numbers in order ● Counts to determine quantity ● Recognizes and describes patterns ● Copies and extends patterns
Learning Centers	<ul style="list-style-type: none"> ● Library: Read about others following rules at school; share with a friend and provide drawing/writing materials to respond ● Writing: Students will draw, scribble, and write letters with a variety of materials ● Math - Students explore AB patterns and extends patterns ● Art - Self Portraits ● Technology: explore Letter People Games in MyDigPreK.com ● Senory Table - Teacher choice from Binder & Google Form order materials due 15th of each month ● Guide Free Exploration of centers and reinforce student tags ● Blocks - Provide large and small blocks, small toys (people, cars, environment). ● Encourage to work together and be careful around other' buildings. ● Dramatic Play - Role play teaching and learning at school 	

Second Step Week 2	<p>Listening</p> <p>Why This Theme Matters</p> <p>Building children’s welcoming skills creates a sense of connection and comfort in the classroom community. This allows children to participate fully in classroom learning experiences. Having a positive experience of belonging in the early-learning setting helps children look forward to belonging to the learning communities of kindergarten and beyond.</p> <p>Objectives</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Welcoming ● Make a friendly greeting ● Say their names ● Demonstrate showing someone new around the classroom <p>Lesson Concepts</p> <ul style="list-style-type: none"> ● There are many ways to welcome someone new to class. ● Welcoming someone is a way to show you care. ● Welcoming helps other children feel they belong to the class. <p>Key Words</p> <ul style="list-style-type: none"> ● Listen ● Listening Rules
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Week 3: 9/26/2023	Theme 1: At School	Focus Question: How do we get along with others at school?
<p>Next Generation Standards:</p> <p><u>Domain 1: Approaches to learning PK.AL.2</u> Engages with peers and adults to solve problems.</p> <p><u>Domain 3: Social and Emotional Learning PK.SEL.3.</u> seeks guidance from primary caregivers, teachers and other familiar adults.</p> <p><u>Domain 4a: Communication, Language and Literacy Pk.AC.4.</u> Understands and follows spoken directions.</p> <p><u>Domain 5a: Mathematics PK.MATH.9</u> Duplicates and extends simple patterns using concrete objects.</p> <p><u>Domain 5c: Social Studies PK.SOC.1.</u> Identifies as a member of a group.</p>		
Vocabulary: Wow Words: cooperate, share, fair, assist, emotion		

Literacy Focus	<ul style="list-style-type: none"> ● Read “Getting Along” ● Understands and follows rules about sharing ● Focus on working together as a class ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Connect focus questin ● Create a class book: We get along! 	<ul style="list-style-type: none"> ● Introduce the Letter People Mr. Nn ● Letters and Sounds - phonological awareness ● Rhyme time “I Like You: ● Mr. Nn Meeting and Greeting Card ● Read “ I Made Noise” ● Listen to Mr. Nn’s Song
Math Focus	<ul style="list-style-type: none"> ● Read “Let’s Make a Pattern” ● Practice creating a pattern ● Guide copying a pattern ● Copy and extend movement patterns ● Sorting patterns 	<ul style="list-style-type: none"> ● Recites numbers in order ● Counts to determine quantity ● Recognizes and describes patterns ● Copies and extends patterns
Learning Centers	<ul style="list-style-type: none"> ● Library: Read about others students getting along; share with a friend and provide drawing/writing materials to respond ● Wrting: Students will draw, scribble, and write letters with a variety of materials ● Math - Make pattern hats ● Art - Noodle necklaces ● Technology: explore Letter People Nn Games in MyDigPreK.com ● Senory Table - Teacher choice from Binder & Google Form order materials due 15th of each month ● It takes Two - have children play in pairs practicing sharing and taking turns ● Blocks - Build a house together and take turns adding blocks ● Encourage to work together and be careful around other' buildings. ● Dramatic Play - Provide props for various places in school, such as cafeteria.bathroom and encourage role-playing getting along 	
Second Step Week 3	<p>Focusing</p> <p>Why This Theme Matters</p> <p>To succeed in school, children need to be able to focus their attention. All learning requires that children pay attention to what is important in the classroom. Paying attention to peers in play situations helps children get along with other</p> <p>Objectives</p> <p>Children will be able to</p> <ul style="list-style-type: none"> ● Demonstrate focusing attention during a game <p>Key Words</p> <ul style="list-style-type: none"> ● Attention ● Focus/Focusing 	

Why This Theme Matters

This is the time of year when we focus on educating families about fire safety, and the simple steps children can take to keep them and their families safe. Equipping children with the knowledge they need to stay safe in an emergency situation can help to build safe practices and prevent fire incidents from occurring. School bus safety is extremely important for all students, especially preschool and pre-k students who are perhaps learning how to ride a bus for the first time.

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<ul style="list-style-type: none"> - What do at school or home if there is a fire. - Understand the dangers of fire. - Know the role of a fire fighter and how they are helpers. - Understand the difference between hot and cold. - Understand riding bus rules and pedestrian safety 				
Read Aloud	Let's Meet a Firefighter	Miss Mingo and the Fire Drill	Molly Rides the School Bus	Don't Let the Pigeon Drive the Bus	Keeping Safe: Ziggy and the Lollipop
Practice Centers	Art: Fire Safety Color Collage/Painting Gross Motor: Practice stop, drop and roll & stay low crawling Math: Climb the Ladder Game Sensory Bin: Tissue Paper fire color with water spray bottles Science: Hot & Cold Sorting Blocks: Build a fire usign red solo cups Dramatic Play: Ride the Bus & Community helpers dress up Music: Hurry Hurry Drive the Fire Truck & Wheels on the Bus				
Experience	Mount Vernon Fire Truck Visit on 10/5/23				
Moving & Learning	Review what children should do during a fire drill and ask why it is important to practice what to do during an emergency.				
Technology	Waterford Technology Station Begins - each student 15 mins per day - reports will be pulled every Thursday				

Week 4: 10/10/2023	Theme 1: At School	Focus Question: What makes a good friend?
Next Generation Standards: <u>Domain 2: Physical Development and Health PK.PDH.9</u> Demonstrates awareness and understanding of safety rules. <u>Domain 3: Social Emotional Learning PK.SEL.7</u> Easily separates themselves from parent or caregiver. <u>Domain 4b: Communication Language and Literacy PK.ELA.22</u> Describes familiar people, places, things and events. <u>Domain 5a: Mathematics PK.MATH.9</u> Duplicates and extends simple patterns by using concrete objects. <u>Domain 5c: Social Studies PK.SOC.1</u> Describes how each person is unique and important.		
Vocabulary: Wow Words: respect, kind, appropriate, patient, courage		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Take a Stand” ● Sing and Move “Twinkle Friends” ● Revisit Anchor Chart ● Practice Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Connect focus question ● Letters and Sounds - phonological awareness 	<ul style="list-style-type: none"> ● Introduce the Letter People Ms. Ww ● Ms. Ww Meeting and Greeting Card ● Investigate Ms. Ww’s Me Bag ● Rhyme Time with Ms. Ww Book ● Read “We Have Fun” ● Listen to Ms. Ww’s Song ● Create Class Book “Good Choices
Math Focus	<ul style="list-style-type: none"> ● Re-read “Let’s Make a Pattern” ● Practice creating a pattern ● Guide copying a pattern ● Copy and extend movement patterns ● Play Guess My Pattern 	<ul style="list-style-type: none"> ● Follow the Leader patterns ● Recites numbers in order ● Counts to determine quantity ● Recognizes and describes patterns ● Copies and extends patterns
Learning Centers	<ul style="list-style-type: none"> ● Library: Read about others students who are being good friends ● Writing: Students find pictures of children interacting in magazines and write a response and share to classmates ● Math - Make patterns using blocks and connecting cubes ● Art - Friendship Quilt ● Technology: Explore Letter People Ww Games in MyDigPreK.com ● Sensory Table - Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks - Build a wall together taking turns with blocks ● Dramatic Play - Display a different page from book “Take a Stand” and encourage students to role-play and act out good choices 	

Second Step Week 4	<p>Self talk</p> <p>Why This Theme Matters</p> <p>Self-instruction, or self-talk, is an important tool children can use to help them listen, focus attention, and learn. Most young children talk to themselves much of the time as they are doing activities or playing with friends. Over time, children typically internalize self-talk and no longer speak aloud to themselves.</p> <p>Objectives</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate self-talk strategies while playing a game <p>Lesson Concepts</p> <ul style="list-style-type: none"> ● Self-talk is talking to yourself in a quiet voice or inside your head. ● Self-talk helps you focus and pay attention. <p>Key Words</p> <ul style="list-style-type: none"> ● Self-talk
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Week 1: 10/16/2023	Theme 2: All About Me	Focus Question: What makes us special?
<p>Next Generation Standards:</p> <p><u>Domain 1: Approaches to Learning PK.AL.4.</u> Exhibits curiosity, interest, and willingness to learn new things and have new experiences</p> <p><u>Domain 3: Social and Emotional Learning PK.SEL.2.</u> Recognizes self as an individual having unique abilities, characteristics, feelings, interests</p> <p><u>Domain 4A: Communication, Language and Literacy PK.AC.1.</u> Demonstrates motivation to communicate</p>		

Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality patterns using concrete objects (e.g., what comes next?)

Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community

Vocabulary: Wow Words: unique, creative, athletic, appreciate, persistent

Literacy Focus	<ul style="list-style-type: none"> ● Read “I Like Me” ● Sing and Move “I am Special” ● Introduce Anchor Chart Theme 2 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Connect focus question ● Letters and Sounds - phonological awareness 	<ul style="list-style-type: none"> ● Introduce the Letter People Ms. Pp ● Ms. Pp Meeting and Greeting Card ● Investigate Ms. Pp’s Me Bag ● Rhyme Time with Ms. Pp Book ● Read “The Farm” ● Listen to Ms.Pp’s Song ● Create Class Book “What We Like” ● Segmenting Sentences
Math Focus	<ul style="list-style-type: none"> ● Guide counting with a Rhyme ● Introduce counting 1-3 ● Recognize quantities 1-3 ● Reviews patterns ● One to one coorespondence 	<ul style="list-style-type: none"> ● Introduce counting 4-5 ● Recognize quantities 14-5 ● Recites numbers in order ● Counts to determine quantity ● Matching quantities to numeral
Learning Centers	<ul style="list-style-type: none"> ● Library: Read about all about me books, discuss similarities and differences ● Wrting: Write and draw About Me ● Math - Penny Match with numerals ● Art - Self-Portraits ● Technology: Explore Letter People Pp Games in MyDigPreK.com ● Senory Table - Teacher choice from Binder & Google Form order materials due 15th of each month ● Dig for Pp - Make Pretzel with play-dough ● Blocks - Build a Pig ranch together ● Dramatic Play - When I grow Up - various Jobs 	
Second Step Week 5	<p>Following directions</p> <p>Why This Theme Matters</p> <p>Practice and repetition are necessary for children to remember and use the skills taught in this program. This week children learn to follow directions by practicing listening, attention, and self-talk skills.</p>	

Objectives

Children will be able to:

- Demonstrate listening and following directions while doing activities

Lesson Concepts

- Listening and following directions help you learn.
- Repeating directions helps you remember them.

Key Words

- Directions
- Repeat

Week 2:
10/23/2023

Theme 2: All About Me

Focus Question: How are families the same and different?

Next Generation Standards:

Domain 1: Approaches to Learning PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences

Domain 3: Social and Emotional Learning PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings, interests

Domain 4A: Communication, Language and Literacy PK.AC.1. Demonstrates motivation to communicate

Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality patterns using concrete objects (e.g., what comes next?)

Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community

Vocabulary: Wow Words: belong, calm, boisterous, comfort, support

Literacy Focus	<ul style="list-style-type: none">● Read “Families Are Special”● Sing and Move “I am Special”● Revisit Anchor Chart Theme 2● Practice and Scaffold Oral language● Recalls details and Uses picture cues● Link vocabulary and comprehension● Connect focus question● Letters and Sounds - phonological awareness● Read Big Book - “Where is Mr Hh?”	<ul style="list-style-type: none">● Introduce the Letter People Mr. Hh● Mr. Hh Meeting and Greeting Card● Investigate Mr. Hh’s Me Bag● Rhyme Time “I’m Glad I am Me”● Read “My House”● Listen to Mr. Hh’s Song● Share family photos● Uses context to identify meaning● Phonological Awareness - sequence of sounds
Math Focus	<ul style="list-style-type: none">● Read “Match Up Fun”● Model and Guide One to one correspondence● Review Counting with a Rhyme● Practice Counting and Quantity	<ul style="list-style-type: none">● Review counting 1-5● Recites numbers in order● Counts to determine quantity● Matching quantities to numeral
Learning Centers	<ul style="list-style-type: none">● Library: Read about families, discuss similarities and differences● Writing: Trace Hands and draw one thing they can help do with their families● Math: Use egg cartons to practice 1:1 correspondence● Art - Self-Portraits● Technology: Explore Letter People Hh Games in MyDigPreK.com● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month● Exploration Station: Time to Wash the Dishes● Blocks: Construction zone - build family homes with people figures● Dramatic Play - Dinnertime role playing	

Second Step
Week 6

Asking for what you need or want

Why This Theme Matters

It is important for children to be able to ask for help when they need it. For many children, this requires speaking up in a strong, respectful way. Speaking up in this way (being assertive) also helps children get along with others.

Objectives

Children will be able to:

- Demonstrate asking for what they need or want during skill-practice activities

Lesson Concepts

- To ask for what you need or want, face the person you are asking and use a respectful voice.

Key Words

- Need
- Respectful

Week 3: 10/30/2023	Theme 2: All About Me	Focus Question: How do our senses help us?
<p>Next Generation Standards:</p> <p>Domain 1: Approaches to Learning PK.AL.2 Actively engages in problem solving</p> <p>Domain 3: Social and Emotional Learning PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings, interests</p> <p>Domain 4A: Communication, Language and Literacy PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events</p> <p>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality patterns using concrete objects (e.g., what comes next?)</p> <p>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community</p>		
Vocabulary: Wow Words: munch, observe, examine, aroma, texture		
Literacy Focus	<ul style="list-style-type: none"> ● Read “I Learn with My Senses” ● Sing and Move “My Senses” ● Revisit Anchor Chart Theme 2 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Connect focus question ● Letters and Sounds - phonological awareness ● Read Big Book - “How Much Lunch?” 	<ul style="list-style-type: none"> ● Introduce the Letter People Mr. Mm ● Mr. Mm Meeting and Greeting Card ● Investigate Mr. Mm’s Me Bag ● Rhyme Time with Mr. Mm ● Read “I Like to Munch” ● Listen to Mr. Mm’s Song ● Makes inferences and draws conclusions ● Phonological Awareness - Compound words
Math Focus	<ul style="list-style-type: none"> ● Model Comparing Quantities ● Practice Comparing Quantities ● Model “More” and “Equal” 	<ul style="list-style-type: none"> ● Review counting 1-5 ● Review patterns
Learning Centers	<ul style="list-style-type: none"> ● Pumpkin Investigation using senses ● Writing: Draw and write about Mr. M’s meal ● Math: Comparing quantities with connecting cubes ● Art: My Five Senses - magazine and tactile art supplies ● Technology: Explore Letter People Mm Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Exploration Station: Paper Bag Guess what item with senses ● Blocks: Construction zone - explore sounds of different blocks ● Dramatic Play - I Spy using paper-towel roles to use as telescopes 	

Second Step Week 7	<p>Identifying feelings</p> <p>Why This Theme Matters</p> <p>Children who know how to identify emotions tend to have better social skills and be less aggressive and more accepted by peers. Children who can identify their own and other people’s feelings at age five are more likely than others to show academic gains by age nine.</p> <p>Objectives</p> <p>Children will be able to:</p> <ul style="list-style-type: none">● Identify the feelings happy and sad when presented with physical (face or body) clues● Tell about a time when they felt happy or sad <p>Lesson Concepts</p> <ul style="list-style-type: none">● You can look at people’s faces and bodies for clues to help you tell how they feel. <p>Key Words</p> <ul style="list-style-type: none">● Feelings● Happy
Experience	Trunk or Treat for Halloween along with seasonal activities

Week 4: 11/6/2023	Theme 2: All About Me	Focus Question: How can we keep ourselves safe?
Next Generation Standards: <u>Domain 1: Approaches to Learning PK.AL.2</u> Actively engages in problem solving <u>Domain 3: Social and Emotional Learning PK.SEL.2.</u> Recognizes self as an individual having unique abilities, characteristics, feelings, interests <u>Domain 4A: Communication, Language and Literacy PK.ELAL.22. [PKSL.4]</u> Describes familiar people, places, things and events <u>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.3. [NY-PK.CC.3.]</u> Understands the relationship between numbers and quantities to 10, connects counting to cardinality patterns using concrete objects (e.g., what comes next?) <u>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.1.</u> Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community		
Vocabulary: Wow Words: munch, observe, examine, aroma, texture		
Literacy Focus	<ul style="list-style-type: none"> ● Read “I Keep Myself Safe” ● Sing and Move “Sing a Song of Safety” ● Revisit Anchor Chart Theme 2 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Makes Predictions ● Phonological Awareness - Rhyming 	<ul style="list-style-type: none"> ● Introduce the Letter People Ms Aa ● Ms. Aa Meeting and Greeting Card ● Investigate Ms. Aa Me Bag ● Rhyme Time with Ms. Aa ● Read “I am Safe” ● Listen to Mr. Mm’s Song ● Read Big Book “Apple Pie Man” ● Letters and Sounds - phonological awareness
Math Focus	<ul style="list-style-type: none"> ● Model Ordinality ● Guide Ordinal Numbers ● Practice Ordinality 	<ul style="list-style-type: none"> ● Identify Ordinal Numbers ● Review Comparing Quantities
Learning Centers	<ul style="list-style-type: none"> ● Library: Read books about safety in the classroom, playground, street, car etc, ● Writing: Draw and write about safety in a car, bike, bus, boat etc. ● Math: Let’s line them up - variety of small objects and point to 1st, 2nd, 3rd, last etc. depending on student levels ● Art: Stop and Go - create traffic lights ● Technology: Explore Letter People Aa Games in MyDigPreK.com ● Sensory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Safe Zone - build playground and discuss safety rules ● Dramatic Play - Beach trip and items representing sun and water safety 	

Second Step
Week 8

More Feelings

Why This Theme Matters

Children who know how to identify emotions tend to have better social skills and be less aggressive and more accepted by peers.

Objectives

Children will be able to:

- Name the feelings surprised and scared when presented with physical and situational clues
- Identify how others feel in response to scenarios

Lesson Concepts

- Focusing attention on what is happening, or the situation, can help you tell how someone is feeling.

Key Words

- Surprised
- Afraid/Scared

Week 1: 11/13/2023	Theme 3: Our Community	Focus Question: What are the places in our community?
<p>Next Generation Standards:</p> <p><u>Domain 1: Approaches to Learning PK.AL.3.</u> Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</p> <p><u>Domain 3: Social and Emotional Learning PK.SEL.4.</u> Develops positive relationships with their peer Domain 4A: Communication, Language and Literacy PK.AC.5. Demonstrates a growing expressive vocabulary</p> <p><u>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.10. [NY-PK.MD.1.]</u> Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)</p> <p><u>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.5</u> Demonstrates knowledge of the relationship between people, places, and regions</p>		
Vocabulary: Wow Words: community, bustling, neighbor, interact, dash		
Literacy Focus	<ul style="list-style-type: none"> ● Read “All Through My Town” ● Sing and Move “I like to come to school” ● Introduce Anchor Chart Theme 3 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Makes Predictions ● Phonological Awareness - Discriminate environmental sounds 	<ul style="list-style-type: none"> ● Introduce the Letter People Mr. Bb ● Mr. Bb Meeting and Greeting Card ● Investigate Mr. Bb Me Bag ● Rhyme Time with Ms. Bb ● Read “I Made a Face” ● Listen to Mr. Bb’s Song ● Read Big Book “Mr. B’s Buttons” ● Create Class Book or Class Bulletin “Places We go”
Math Focus	<ul style="list-style-type: none"> ● Compare Two Objects ● Guide Comparing Attributes ● Read “Let’s Compare” 	<ul style="list-style-type: none"> ● Model “Full” & “Empty” ● Review Patterns
Learning Centers	<ul style="list-style-type: none"> ● Library: Community Books - students respond by drawing favorite places ● Exploration Station: Search and Find Bb objects in sand ● Math: Full or empty using a variety of containers and materials ● Art: My Favorite Place paintings ● Technology: Explore Letter People Bb Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Children build Mr. B’s Buttonhole Store ● Dramatic Play: Community Places, post office, grocery store, etc role playing 	

Second Step
Week 9

Identifying anger

Why This Theme Matters

This lesson helps children improve their ability to identify anger in themselves and others. This skill provides a foundation for Unit 3: Emotion Management. Being able to read the feelings of others and identify their own feelings accurately is especially important for children who interact in an aggressive manner.

Objectives

- Children will be able to: 1. Identify the feeling *mad/angry* when presented with physical clues 2. Tell others about a time when they felt angry

Lesson Concepts

- Everyone feels angry sometimes.
- It is not okay to be mean or hurt others when you feel angry.

Key Words

- Mad/Angry/Anger

Why This Theme Matters

Thanksgiving is a time that we reflect and take note of all that we are grateful for. It's also a time for gatherings and lots of yummy food! Thanksgiving is a fun holiday to explore in the classroom as you can incorporate sharing, giving, and gathering together. We especially look forward to our friendship feast!

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Promote appreciation, gratitude, and teamwork like the first thanksgiving		School Closed	School Closed	School Closed
Literacy Read Aloud	How to Catch A Turkey Bear says Thanks 10 Fat Turkeys				
Practice Centers	Art: Turkey Hands & Corn Painting Fine Motor: What are you thankful for? Math: Feather Color Sort Sensory Bin: Counting Feather Finder Science: All about birds Blocks: Pattern Block Turkeys Dramatic Play: Serve Thanksgiving Dinner				
STEAM	Build a turkey and then make a hideout for it				
Experience	Friendship Feast				
Music	10 Little Turkeys & Turkey Hokey Pokey				

Week 2: 11/27/2023	Theme 3: Our Community	Focus Question: Who are the people in my community?
<p>Next Generation Standards:</p> <p><u>Domain 1: Approaches to Learning PK.AL.3.</u> Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</p> <p><u>Domain 3: Social and Emotional Learning PK.SEL.4.</u> Develops positive relationships with their peer Domain 4A: Communication, Language and Literacy PK.AC.5. Demonstrates a growing expressive vocabulary</p> <p><u>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.10. [NY-PK.MD.1.]</u> Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)</p> <p><u>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.5</u> Demonstrates knowledge of the relationship between people, places, and regions</p>		
Vocabulary: Wow Words: rescue, rely, severe, contribute, champion		
Literacy Focus	<ul style="list-style-type: none"> ● Read “My Community” ● Sing and Move “Hello Neighbor” ● Revisit Anchor Chart Theme 3 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Rhyme time “What am I?” ● Phonological Awareness - Blends syllables 	<ul style="list-style-type: none"> ● Introduce the Letter People Ms. Kk ● Ms. Kk Meeting and Greeting Card ● Investigate Ms. Kk Me Bag ● Rhyme Time with Ms. Kk ● Read “What am I” ● Listen to Ms. Kk’s Song ● Read Big Book “Mr. B’s Buttons” ● Create Class Book “Community Helpers”
Math Focus	<ul style="list-style-type: none"> ● Model and Practice Big and Small ● Model and order Smallest to Biggest ● Sorting by Size 	<ul style="list-style-type: none"> ● Heavy and Light ● Model and Practice comparing
Learning Centers	<ul style="list-style-type: none"> ● Library: Community Helpers books - students respond by drawing favorite helpers ● Writing: What I what to be when I grow up drawing/writing ● Math: Balancing Act - heavy and light ● Art: Make Thank You cards for community helpers ● Technology: Explore Letter People Kk Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Community Builders work together to make places, roads, sidewalks, playgrounds etc. ● Dramatic Play: Be a Community Helper - props for dress up 	

Second Step Week 10	<p>Same or different feelings</p> <p>Why This Theme Matters</p> <p>In early childhood, children begin to recognize that people can feel and think different things about the same situation. This skill is an important part of social perspective taking. Without this understanding, children would not consider the existence of any perspective other than their own.</p> <p>Objectives</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Compare what is the same and what is different about two objects ● Identify whether they feel the same as or different from others in response to scenarios <p>Lesson Concepts</p> <ul style="list-style-type: none"> ● People can have different feelings about the same thing. ● It is okay for people to have different feelings about the same thing. <p>Key Words</p> <ul style="list-style-type: none"> ● Same ● Different
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Week 3: 12/4/2023	Theme 3: Our Community	Focus Question: How can we help our community?
<p>Next Generation Standards:</p> <p><u>Domain 1: Approaches to Learning PK.AL.3.</u> Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</p> <p><u>Domain 3: Social and Emotional Learning PK.SEL.4.</u> Develops positive relationships with their peer Domain 4A: Communication, Language and Literacy PK.AC.5. Demonstrates a growing expressive vocabulary</p> <p><u>Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.10. [NY-PK.MD.1.]</u> Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)</p> <p><u>Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.5</u> Demonstrates knowledge of the relationship between people, places, and regions</p>		
Vocabulary: Wow Words: volunteer, grateful, dazzling, prance, collaborate		

Literacy Focus	<ul style="list-style-type: none"> ● Read “I Can Help!” ● Sing and Move “How Can we Help” ● Revisit Anchor Chart Theme 3 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Rhyme time “ParK Helpers” ● Phonological Awareness - Blends onsets and rime 	<ul style="list-style-type: none"> ● Introduce the Letter People Mr. Dd ● Mr. Dd Meeting and Greeting Card ● Investigate Mr. Dd Me Bag ● Rhyme Time with Mr. Dd ● Read “My Dinosaur” ● Listen to Mr. Dd’s Song ● Read Big Book “Dinosaurs Dance” ● Create Class Book “We are Helpers”
Math Focus	<ul style="list-style-type: none"> ● Model and Practice Long and Short ● Model and order Longest to Shortest ● Sorting by Size 	<ul style="list-style-type: none"> ● Practice counting 1-5 ● Review counting with a Rhyme
Learning Centers	<ul style="list-style-type: none"> ● Library: Helpers books - students respond by drawing how they can help ● Writing: Class Book “We are Helpers” ● Math: Comparing Heights ● Art: Helping Handprints ● Technology: Explore Letter People Dd Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Short and Tall Buildings ● Dramatic Play: Children act out different helping situations at school, home, and in their community 	
Second Step Week 11	<p>Accidents</p> <p>Why This Theme Matters</p> <p>It is important for children to understand that some actions are accidents. This may make children less likely to jump to conclusions. When children assume that others did something on purpose, they are more likely to respond aggressively. This is particularly true of children who are more frequently aggressive than others, even when the situation is unclear.</p> <p>Objectives</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify when something happens by accident ● Demonstrate saying, “I didn’t mean to. It was an accident. Are you okay?” in response to scenarios <p>Lesson Concepts</p> <ul style="list-style-type: none"> ● An accident is when you do something you didn’t mean to do. ● When you do something by accident, it’s important to say it was an accident so others don’t think you did it on purpose. <p>Key Words</p>	

- Mean to
- Accident
- On purpose

Week 4: 12/11/2023	Theme 3: Our Community	Focus Question: What is the world community?
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Next Generation Standards:

Domain 1: Approaches to Learning PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences

Domain 3: Social and Emotional Learning PK.SEL.4. Develops positive relationships with their peer Domain 4A:

Communication, Language and Literacy PK.AC.5. Demonstrates a growing expressive vocabulary

Domain 5A: Cognition and Knowledge of the World: Mathematics PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)

Domain 5 C: Cognition and Knowledge of the World: Social Studies PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions

Vocabulary: Wow Words: greet, global, fancy, fabulous, diversity

Literacy
Focus

- Read “Hello World!”
- Sing and Move “Hello Neighbor”
- Revisit Anchor Chart Theme 3
- Practice and Scaffold Oral language
- Recalls details and Uses picture cues
- Link vocabulary and comprehension
- Rhyme time “ParK Helpers”
- Phonological Awareness - Blends and segments compound words

- Introduce the Letter People Ms. Ff
- Ms. Ff Meeting and Greeting Card
- Investigate Ms. Ff Me Bag
- Rhyme Time with Ms. Ff
- Read “I Like the Forest”
- Listen to Ms Ff’s Song
- Read Big Book “Follow My Funny Feet”
- Understand and Uses Question Words

Math Focus	<ul style="list-style-type: none"> ● Reread “Let’s Compare” ● Guide Ordering by Attributes ● Model and Guide Nonstandard Measurement 	<ul style="list-style-type: none"> ● Practice Ordinal Numbers ● Revist Shortest to Longest ● Model and Practice playing “I Spy”
Learning Centers	<ul style="list-style-type: none"> ● Library: Earth books students respond by drawing and writing ● Writing: Pen Pals Writing ● Math: Measure It ● Art: Earth Marble Painting ● Technology: Explore Letter People Ff Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Build and Compare Construction Zone Buildings ● Dramatic Play: Children practice saying Hello in different languages 	
Second Step Week 12	<p>Caring and Helping</p> <p>Why This Theme Matters</p> <p>Empathy can motivate children to respond to others in a caring way. Young children often try to comfort others by showing they care—for example, by offering a toy or saying something kind. However, children may have trouble showing care and concern in situations that are emotionally overwhelming. Unit 3 includes emotion-management skills to help further children’s ability to be caring.</p> <p>Objectives:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate saying something kind in response to scenarios ● Demonstrate helping behaviors during an activity. <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● When you feel empathy for someone, you can show them you care. ● You can show you care by saying something kind or doing something helpful. <p>Key Words:</p> <ul style="list-style-type: none"> ● Care ● Kind ● Helping 	

Theme: Holidays around the World**Week of December 18, 2023****Why This Theme Matters**

It's important that even the youngest students learn that holiday traditions are different around the world and here at home. They may have friends who have different holiday traditions, wear different clothing. It exposes students to a variety of cultures and traditions in other countries (as well as their own).

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Expose students to a variety of holidays, such as Christmas, Kwanzaa, Hanukkah, Lunar New Year, Diwali Create acceptance and goodwill to other cultures and traditions				
Literacy Read Alouds	Christmas Cookie Day It's Christmas, David! The Not Very Merry Pout Pout Fish Crayola's Diwali Colors Runaway Dreidels The Night Before Hanukkah Celebrate Kwanzaa My Family Celebrates Kwanzaa Ringing in the New Year Chelsea's Chinese New Year				
Practice Centers	Art: Christmas Tree (length shortes to longest strips) Fine Motor: Spin the dreidel Math: Counting Kwanzaa Candles Sensory Bin: InstaSnow Science: Dissolving Candy Canes				

	Blocks: Santa’s Workshop Dramatic Play: Hot Cocoa & Cookie Shop Gross Motor: Chinese Dragon Parade
STEAM	Build a snow fort out of marshmallows

Week 1: 1/2/2024	Theme 4: Health and Nutrition	Focus Question: Why is it important to stay healthy?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.4</u> exhibits curiosity, interest, and willingness to learn new things and have new experiences.</p> <p><u>Domain 2 Physical Development and Health PK.PDH.6</u> Engages in a variety of physical fitness activities</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.3</u> Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults).</p> <p><u>Domain 4a Communication, Language and Literacy PK.AC.4</u> Demonstrates a growing receptive vocabulary.</p> <p><u>Domain 5a Mathematics PK.MATH.3</u> Understands the relationship between numbers and quantities 10, connects counting to cardinality.</p>		
Vocabulary: Wow Words: cozy, soothe, smidgen, fret, shiver		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Bears Feel Sick” ● Sing and Move “Hello! How are you?” ● Introduce Anchor Chart Theme 4 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Rhyme time “Be Healthy” ● Phonological Awareness - Blends and segments onset rimes 	<ul style="list-style-type: none"> ● Introduce the Letter People Mr. Oo ● Mr. Oo Meeting and Greeting Card ● Investigate Mr. Oo Me Bag ● Rhyme Time with Mr. Oo ● Read “My Body” ● Listen to Mr. Oo’s Song ● Read Big Book “Opposite” ● Understand and Uses Opposite Words

Math Focus	<ul style="list-style-type: none"> ● Guide Counting with Rhymes ● Introduce Zero ● Introduce Numerals 1-3 ● Represent Quantities 1-3 	<ul style="list-style-type: none"> ● Introduce Numerals 4-5 ● Represent Quantities 4-5 ● Model and Guide counting backwards
Learning Centers	<ul style="list-style-type: none"> ● Library: Browse theme books about Health and Nutrition ● Writing: Gone Fishing - Letter Oo and Pictures ● Math: Counting to 5 with various materials ● Art: Make Body Prints ● Technology: Explore Letter People Oo Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Build places to keep people healthy, such as doctors' offices, hospital or health food stores ● Dramatic Play: Staying Healthy - Role playing exercising, sleep, healthy meals, etc. 	
Second Step Week 13	<p>Feelings in our bodies</p> <p>Why This Theme Matters</p> <p>Children who can identify their emotions tend to be more socially and emotionally competent. Learning to notice physical clues in their bodies helps children recognize upsetting emotions such as worry, anger, and frustration. Talking about feelings with an adult is an important coping skill.</p> <p>Objectives:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify worry as an uncomfortable feeling 2. Identify a grown-up to talk to when they feel worried <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● Clues in your body help you identify your feelings. ● Some feelings are comfortable; others are uncomfortable. ● It is important to talk to a grown-up when you feel worried. <p>Key Words:</p> <ul style="list-style-type: none"> ● Uncomfortable ● Worried ● Clues 	

Week 2: 1/9/2024	Theme 4: Health and Nutrition	Focus Question: What food is good for us?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.4</u> exhibits curiosity, interest, and willingness to learn new things and have new experiences.</p> <p><u>Domain 2 Physical Development and Health PK.PDH.6</u> Engages in a variety of physical fitness activities</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.3</u> Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults).</p> <p><u>Domain 4a Communication, Language and Literacy PK.AC.4</u> Demonstrates a growing receptive vocabulary.</p> <p><u>Domain 5a Mathematics PK.MATH.3</u> Understands the relationship between numbers and quantities 10, connects counting to cardinality.</p>		
Vocabulary: Wow Words: tasty, colossal, nibble, energetic, gobble		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Let’s Eat” ● Sing and Move “If Foods are Healthy Foods” ● Revisit Anchor Chart Theme 4 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Rhyme time “Be Healthy” ● Phonological Awareness - Segments Syllables 	<ul style="list-style-type: none"> ● Introduce the Letter People Mr. Cc ● Mr. Cc Meeting and Greeting Card ● Investigate Mr. Cc Me Bag ● Rhyme Time with Mr. Cc ● Read “Apples” ● Listen to Mr. Cc’s Song ● Read Big Book “Come Out and Play”

Math Focus	<ul style="list-style-type: none"> ● Guide Counting with Rhymes ● Introduce the Five Frame ● Read “Counting at the Zoo” 	<ul style="list-style-type: none"> ● Model and Guide Representing Numbers ● Model and Guide Comparing Quantities with a Five Frame ● Read Number Boods
Learning Centers	<ul style="list-style-type: none"> ● Library: Browse theme books about Health and Nutrition ● Writing: Good Things to Eat Sort ● Math: Frame It five-frame math mats ● Art: Healthy Mobiles ● Technology: Explore Letter People Cc Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Build Collosal and Tiny Strictures for Mr. Cc ● Dramatic Play: Grocery Store Tour 	
Second Step Week 14	<p>Strong Feelings</p> <p>Why This Theme Matters</p> <p>Children who can manage their feelings in emotionally charged situations are more successful in the transition to formal schooling.</p> <p>Objectives:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Recognize and name when they or others are feeling frustrated ● Demonstrate putting their hands on their tummies and saying “Stop” <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● Sometimes your feelings can be strong. ● Strong feelings need to be managed. ● Putting your hands on your tummy and saying “Stop” are ways to begin to calm down. <p>Key Words:</p> <ul style="list-style-type: none"> ● Frustrated ● Strong feeling 	

Week 3: 1/16/2024	Theme 4: Health and Nutrition	Focus Question: Why should we exercise?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.4</u> exhibits curiosity, interest, and willingness to learn new things and have new experiences.</p> <p><u>Domain 2 Physical Development and Health PK.PDH.6</u> Engages in a variety of physical fitness activities</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.3</u> Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults).</p> <p><u>Domain 4a Communication, Language and Literacy PK.AC.4</u> Demonstrates a growing receptive vocabulary.</p> <p><u>Domain 5a Mathematics PK.MATH.3</u> Understands the relationship between numbers and quantities 10, connects counting to cardinality.</p>		
Vocabulary: Wow Words: enthusiastic, vigorous, active, sprint, amble		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Get Up and Go” ● Sing and Move “Stretching Fun” ● Revisit Anchor Chart Theme 4 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Makes Connections in Texts ● Phonological Awareness - Blends and Segments Onset and Rimes 	<ul style="list-style-type: none"> ● Introduce the Letter People Ms. Ee ● Ms. Ee Meeting and Greeting Card ● Investigate Ms. Ee Me Bag ● Rhyme Time with Ms. Ee ● Read “We Like to Exercise” ● Listen to Ms. Ee’s Song ● Read Big Book “What Does Everybody Need?” ● Rhyme time “Excercise”

Math Focus	<ul style="list-style-type: none"> ● Guide Counting with Rhymes ● Introduce Numeral 6 and 7 ● Represent Quantity of 6 and 7 ● Introduce Ten Frame 	<ul style="list-style-type: none"> ● Introduce Numeral 8 and 9 ● Represent Quantity of 8 and 9 ● Introduce Numeral 10 ● Represent Quantity of 10
Learning Centers	<ul style="list-style-type: none"> ● Library: Browse theme books about Exercise ● Writing: Find Exercise pictures in magazines and students use letters, symbols, scribbling to write ● Math: Number Collages - various materials and writing numeral to represent quantity ● Art: I Like to - students paint a favorite exercise they like to do ● Technology: Explore Letter People Ee Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Build Obstacle Course - encourage each other to build and walking through it ● Dramatic Play: Workout - Role-playing fitness instructor and students 	
Second Step Week 15	<p>Naming Feelings</p> <p>Why This Theme Matters</p> <p>Simply naming a feeling can help make the feeling less strong, because it engages the thinking part of the brain. This is a helpful strategy for children when they are upset.</p> <p>Objectives:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Name their feelings in response to scenarios ● Demonstrate how to calm down in response to scenarios <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● Naming your feeling can help you calm down. ● It helps to talk to a grown-up when you feel scared or sad. <p>Key Words:</p> <ul style="list-style-type: none"> ● Name ● Naming 	

Week 4: 1/22/2024	Theme 4: Health and Nutrition	Focus Question: Why should we stay clean?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.4</u> exhibits curiosity, interest, and willingness to learn new things and have new experiences.</p> <p><u>Domain 2 Physical Development and Health PK.PDH.6</u> Engages in a variety of physical fitness activities</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.3</u> Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults).</p> <p><u>Domain 4a Communication, Language and Literacy PK.AC.4</u> Demonstrates a growing receptive vocabulary.</p> <p><u>Domain 5a Mathematics PK.MATH.3</u> Understands the relationship between numbers and quantities 10, connects counting to cardinality.</p>		
Vocabulary: Wow Words: groom, sparkling, grubby, thrive, gently		
Literacy Focus	<ul style="list-style-type: none"> ● Read “I am Clean I am Healthy” ● Sing and Move “A Healthy Song” ● Revisit Anchor Chart Theme 4 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Makes Inferences and draws conclusions ● Phonological Awareness - Segments and Deletes syllables 	<ul style="list-style-type: none"> ● Introduce the Letter People Ms. Yy ● Ms. Yy Meeting and Greeting Card ● Investigate Ms. Yy Me Bag ● Rhyme Time with Ms. Yy ● Read “The Nap” ● Listen to Ms. Yy’s Song ● Read Big Book “Yellow Yarn Yo-Yo” ● Rhyme time “Excercise”

Math Focus	<ul style="list-style-type: none"> ● Reread “Couting at the Zoo” ● Guide Counting with Rhymes ● Guide uses Ten Frame 	<ul style="list-style-type: none"> ● Review Nonstandard Measurement ● Create Number Books
Learning Centers	<ul style="list-style-type: none"> ● Library: Browse theme books about Staying Clean ● Writing: Go Away Germs - students use letters, symbols, scribbling to write about germs and staying clean ● Math: Number Collages - various materials and writing numeral to represent quantity ● Art: Shampoo Paintings ● Technology: Explore Letter People Yy Games in MyDigPreK.com ● Senory Table: Washing Station - soap, water, dolls, etc ● Blocks: Build a Maze - encourage each other to build and use animals/people to go through it ● Dramatic Play: Get Ready for Bed - Role-playing parent child and bedtime routines 	
Second Step Week 16	<p>Managing Disappointed</p> <p>Why This Theme Matters</p> <p>Young children have strong feelings about what they want, and they may feel strong disappointment when they don’t get it. Adults may be tempted to give children what they want when they are disappointed, but it is important for children to understand that they can’t always have what they want. Slow belly breathing helps lower blood pressure and heart rate, which calms the body. In contrast, noisy, fast breathing and breathing from the chest can cause children to feel more upset.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Demonstrate belly breathing ● Demonstrate the Calming-Down Steps in response to scenarios <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● When you don’t get what you want, you can feel disappointed. ● Belly breathing calms down strong feelings. ● Belly breathing pushes the belly out when you breathe in. <p>Key Words:</p> <ul style="list-style-type: none"> ● Disappointed ● Belly breathing ● Belly ● Breathe 	

Week 1: 2/5/2024	Theme 5: The Earth Our Home	Focus Question: How is the Earth important to us?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.5</u> Demonstrates Persistence.</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.6.</u> Understands and follows routines and rules.</p> <p><u>Domain 4a Communication, Language and Literacy PK.AC.3</u> Demonstrates understanding of what is observed.</p> <p><u>Domain 5a Mathematics PK. MATH.14</u> Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences and other attributes.</p> <p><u>Domain 5b Science PK.SCI.9</u> Plans and conducts an investigation to determine the effect of sunlight on Earth’s surface.</p>		
Vocabulary: Wow Words: abundant, swirl, gooey, gloomy, disaster		
Literacy Focus	<ul style="list-style-type: none"> ● Read “The Earth and I” ● Sing and Move “Row, Row, Row Your Boat” ● Introduce Anchor Chart Theme 5 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Asks Questions ● Phonological Awareness - Matches Initial Sounds 	<ul style="list-style-type: none"> ● Introduce the Letter People Mr. Gg ● Mr. Gg Meeting and Greeting Card ● Investigate Mr. Gg Me Bag ● Rhyme Time with Mr. Gg ● Read “Water” ● Listen to Mr. Gg’s Song ● Read Big Book “Gubble Bubble” ● Rhyme time “Earth”
Math Focus	<ul style="list-style-type: none"> ● Identify Ball and Boxes ● Sort Balls and Boxes ● Identify and Describe Attributes 	<ul style="list-style-type: none"> ● Introduce and Make Spheres ● Introduce and Make Cubes ● Introduce and Make Rectangular Prisms

<p>Learning Centers</p>	<ul style="list-style-type: none"> ● Library: Browse theme books about the Earth our home ● Writing: Using Earth's Gifts - students use letters, symbols, scribbling to write about rocks, water, air, soil ● Math: Sorting 3D Shapes ● Art: Paint the Earth ● Technology: Explore Letter People Gg Games in MyDigPreK.com ● Senory Table: Investigate Earth's Gifts with magnifying glasses ● Blocks: Build a machine that goes through water, on land, or in the air ● Dramatic Play: Taking Care of the Earth - role playing
<p>Second Step Week 17</p>	<p>Managing Anger</p> <p>Why This Theme Matters</p> <p>Identifying feelings is an important part of managing emotions. Children who often behave aggressively tend to have more difficulty identifying their feelings. Relaxation can slow the heart rate and help children stay in control of their feelings.</p> <p>Objectives:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate relaxing their bodies ● Tell the difference between ways to behave when angry that are okay and those that are not okay <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● Feeling angry is natural, but hurtful, mean behaviors are not okay. ● Your body lets you know when you're angry. ● Learning to relax calms you down. <p>Key Words:</p> <ul style="list-style-type: none"> ● Angry ● Tight/Tense ● Relaxing/Relax/Relaxed

Theme: Family & School Community**Week of February 12, 2024****Why This Theme Matters**

This theme is important because it celebrates 100th day of school and also includes a parent involvement day so they can spread the love of Valentines' day. Parental involvement improves school quality, teacher morale, and a school's reputation. Students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school. Parental involvement also more securely sets these students up to develop a lifelong love of learning, which researchers say is key to long-term success.

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Celebrate and reflect on 100 days of learning Show gratitude for friendships and collaboration with classmates Build strong and effective partnerships with families that can help children and families thrive Help to raise awareness about the importance of family and community involvement in education and the positive impact it can have on student achievement				
Literacy Read Alouds	The Night Before 100th day of School Biscuit's 100th Day of School 100th Day Worries The Day It Rained Hearts Love, Splat (Splat the Cat) How Do Dinosaurs Say I Love You? One Love				
Practice Centers	Art: Tissue Paper Hearts Fine Motor: Valentine's Day Lacing Cards Math: Candy heart patterns Sensory Bin: Candy Hearts Sink The Boat Science: Measuring 100 inches Blocks: Building Hearts - 100 Scavenger Hunt Dramatic Play: Cupid's Corner				

	Gross Motor: 100 exercises
Experience	Parent Involvement Day
STEAM	Make a 100 day poster

Week 2: 2/21/2024	Theme 5: The Earth Our Home	Focus Question: Where on Earth do animals live?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.5</u> Demonstrates Persistence.</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.6.</u> Understands and follows routines and rules.</p> <p><u>Domain 4a Communication, Language and Literacy PK.AC.3</u> Demonstrates understanding of what is observed.</p> <p><u>Domain 5a Mathematics PK. MATH.14</u> Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences and other attributes.</p> <p><u>Domain 5b Science PK.SCI.9</u> Plans and conducts an investigation to determine the effect of sunlight on Earth’s surface.</p>		
Vocabulary: Wow Words: enormous, scorching, lush, scamper, soar		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Our Earth” ● Sing and Move “This is a House for Me” ● Revisit Anchor Chart Theme 5 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Makes inferences and Draws Conclusions ● Phonological Awareness - Segments Compound Words ● Class Books of Habitats 	<ul style="list-style-type: none"> ● Introduce the Letter People Ms. Tt ● Ms. Tt Meeting and Greeting Card ● Investigate Ms. Tt Me Bag ● Rhyme Time with Ms. Tt ● Read “Friends” ● Listen to Ms. Tt’s Song ● Read Big Book “One Wonderful Smile” ● Rhyme time “Earth”
Math Focus	<ul style="list-style-type: none"> ● Identify Cans and Cones ● Sort Cans and Cones ● Identify and Describe Attributes 	<ul style="list-style-type: none"> ● Introduce and Make Cyclinders ● Introduce and Make Cones ● Review Big/Small, Heavy/Light and Empty/Full

<p>Learning Centers</p>	<ul style="list-style-type: none"> ● Library: Browse theme books about the Earth our home ● Writing: Students use letters, symbols, scribbling to write about where we are on Earth we are ● Math: Sorting 3D Shapes ● Art: Animal Habitats ● Technology: Explore Letter People Tt Games in MyDigPreK.com ● Senory Table: Animal Habitas with earth materials ● Blocks: Build a Zoo Habitat for animals ● Dramatic Play: Animal Talk - Provide prope and pictures of habitats for role playing
<p>Second Step Week 18</p>	<p>Managing Waiting</p> <p>Why This Theme Matters</p> <p>The ability to wait is an important part of emotion management and school success. Research on young children with good waiting skills shows that they will be better prepared for the demands of a busy kindergarten classroom.</p> <p>Objectives:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate waiting in a game ● Demonstrate counting to help with waiting <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● Calming down can help you manage feeling excited while you're waiting. ● Counting also helps you wait. <p>Key Words:</p> <ul style="list-style-type: none"> ● Excited ● Wait/Waiting

Theme: Dr. Seuss Week

Week of February 26, 2024

Why This Theme Matters

The annual event is part of Read Across America, an initiative on reading created by the National Education Association. The event is designed to encourage reading in children and is fostered through the schools.

	Monday - Wear Stripes	Tuesday - Wear Green	Wednesday - Wear Wacky Socks	Thursday - Dress as Cat in Hat	Friday - Dress as what you want to be when you grown up
Objectives	Read Across America Counting Rhyming & Alliteration				
Literacy Read Alouds	<input type="checkbox"/> The Cat in the Hat <input type="checkbox"/> Green Eggs And Ham <input type="checkbox"/> One Fish Two Fish Red Fish Blue Fish <input type="checkbox"/> Dr Seuss's ABC <input type="checkbox"/> Hop on Pop <input type="checkbox"/> Fox In Socks <input type="checkbox"/> The Foot Book <input type="checkbox"/> The Lorax <input type="checkbox"/> There's a Wocket in my Pocket! <input type="checkbox"/> Oh, The Thinks You Can Think! <input type="checkbox"/> I Can Read With My Eyes Shut! <input type="checkbox"/> Oh, The Places You'll Go!				
Practice Centers	Art: Hat in Cat Rhyming Fine Motor: Truffula Trees Cutting Practice Math: 10 Apples on Top				

	Sensory Bin: Fishing 1 fish 2 fish Blocks: Places you go in community Dramatic Play: Green Eggs Sensory Play Gross Motor: Opposite Game
STEAM	Fizzy Colour Mixing Experiments

Week 3: 3/4/2024	Theme 5: The Earth Our Home	Focus Question: How does the weather change throughout the year?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.4</u> Exhibits curiosity, interest, and willingness to learn new things and have new experiences.</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.4</u> Develops positive relationships with their peers.</p> <p><u>Domain 4b Communication, Language and Literacy PK.ELAL.20</u> Uses words and phrases acquired through rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.</p> <p><u>Domain 5a Mathematics PK. MATH.14</u> Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences and other attributes.</p> <p><u>Domain 5b Science PK.SCI.8</u> Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.</p>		
Vocabulary: Wow Words: frosty, drench, glisten, blustery, sizzling		
Literacy Focus	<ul style="list-style-type: none"> ● Read “What is Weather?” ● Sing and Move “Rain Rain Go Away” ● Revisit Anchor Chart Theme 5 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Retells Stories, Compares/Contrast Texts ● Phonological Awareness - Segments and deletes words from compound words ● Class Books of Favorite Weather 	<ul style="list-style-type: none"> ● Introduce the Letter People Ms. Ss ● Ms. Ss Meeting and Greeting Card ● Investigate Ms. Ss’s Me Bag ● Rhyme Time with Ms. Ss ● Read “I See Rain” ● Listen to Ms. Ss’s Song ● Read Big Book “Super Socks” ● Rhyme time “The Seasons”
Math Focus	<ul style="list-style-type: none"> ● Read Solid Shapes ● Match and Sort Solid Shapes ● Identify and Describe Attributes 	<ul style="list-style-type: none"> ● Play “I Spy” Solid Shapes ● Identify and Sort Solid Shapes ● Make Solid Shapes Patterns

Learning Centers	<ul style="list-style-type: none"> ● Library: Browse theme books about the weather ● Writing: Students use letters, symbols, scribbling to write about weather ● Math: Sorting Solid Shapes ● Art: Make Umbrellas ● Technology: Explore Letter People Ss Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Make the Wind Blow - build and knock down building structures ● Dramatic Play: Weather Report - TV Newsroom
Second Step Week 19	<p>Fair Ways to Play</p> <p>Why This Theme Matters</p> <p>Playing together, trading, and taking turns make play fair and help children have fun together. Children are then less likely to use aggressive solutions.</p> <p>Objectives:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate asking to play together, trade, or take turns when playing with another child ● Demonstrate using Fair Ways to Play in everyday situations <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● Playing together, trading, and taking turns are fair and fun ways to play. <p>Key Words:</p> <ul style="list-style-type: none"> ● Fair ● Taking turns ● Trading ● Playing together

Week 4: 3/11/2024	Theme 5: The Earth Our Home	Focus Question: How can we take care of the Earth?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.4</u> Exhibits curiosity, interest, and willingness to learn new things and have new experiences.</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.1</u> Regulates responses you needs, feelings and events.</p> <p><u>Domain 4b Communication, Language and Literacy PK.ELAL.13</u> Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.</p> <p><u>Domain 5a Mathematics PK. MATH.14</u> Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences and other attributes.</p> <p><u>Domain 5c Social Studies PK.SOC.4</u> Begins to Learning basic civic and democratic principles..</p>		
Vocabulary: Wow Words: pollute, destroy, neglect, recycle, protect		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Our Planet” ● Sing and Move “A Helper I will be” ● Revisit Anchor Chart Theme 5 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Identifies story sequence ● Phonological Awareness - Isolates and Pronounces Initial Sounds 	<ul style="list-style-type: none"> ● Introduce the Letter People Mr. Rr ● Mr. Rr Meeting and Greeting Card ● Investigate Mr. Rr’s Me Bag ● Rhyme Time with Mr. Rr ● Read “What a Rose!” ● Listen to Mr. Rr’s Song ● Read Big Book “What is Red?” ● Rhyme time “The Seasons”
Math Focus	<ul style="list-style-type: none"> ● Match and Sort Solid Shapes ● Model and Practice Position Words ● Build Shape Sculptures 	<ul style="list-style-type: none"> ● Review Count 6--10 ● Represent Quantities on Ten Frames

<p>Learning Centers</p>	<ul style="list-style-type: none"> ● Library: Browse theme books about the caring for the Earth ● Writing: Students use letters, symbols, scribbling to write about recyclable items ● Math: Spatial Positions ● Art: Coffee Filter Earths ● Technology: Explore Letter People Rr Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Recycle Center - sorting cardboard, paper, trash, glass, etc. ● Dramatic Play: Weather Report - TV Newsroom
<p>Second Step Week 20</p>	<p>Having fun with friends</p> <p>Why This Theme Matters</p> <p>What children want from a play situation influences how they solve problems with other children. If they want to stay friends, or if they want everyone to have fun, they are more likely to choose a positive solution, such as playing together. If they want to get their own way, they are more likely to choose a negative or aggressive solution, such as grabbing. This week's activities encourage the positive goal of having fun together.</p> <p>Objectives:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify how they feel when other children do or do not play in fair ways ● Name ways they have fun with their friends <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● When you play in fair ways, everyone has fun. ● Other children sometimes have different wants or likes than you do. ● Choosing to have fun with others rather than to get your own way helps you be friends.

Week 1: 3/18/2024	Theme 6: Living Things	Focus Question: What grows?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.5.</u> Demonstrates persistence</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.5.</u> Demonstrates pro-social problem-solving skills in social interactions</p> <p><u>Domain 4b Communication, Language and Literacy PK.AC.6.</u> Demonstrates their ability to represent ideas using a variety of method</p> <p><u>Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]</u> Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g, if we have 3 apples and add 2 more, how many apples do we have all together?)</p> <p><u>Domain 5b Science PK.SCI.4. [P-LS1-1.]</u> Observes familiar plants and animals (including humans) and describes what they need to survive</p>		
Vocabulary: Wow Words: curious, transform, agree, disagree, ridiculous		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Which Ones Will Grow” ● Sing and Move “If a Kid Can Grow” ● Introduce Anchor Chart Theme 6 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Identifies story sequence ● Phonological Awareness - Isolates and Pronounces Initial Sounds 	<ul style="list-style-type: none"> ● Introduce the Letter People Mr. Zz ● Mr. Zz Meeting and Greeting Card ● Investigate Mr. Zz’s Me Bag ● Rhyme Time with Mr. Zz ● Read “I Like Zippers” ● Listen to Mr. Zz’s Song ● Read Big Book “Zip to the Zoo” ● Rhyme time “Five Little Speckle Frogs”
Math Focus	<ul style="list-style-type: none"> ● Model Addition Stories to Five ● Guide Addition Stories to Five ● Practice Addition Stories to Five 	<ul style="list-style-type: none"> ● Model Addition Stories with Objects ● Guide Addition Stories with Objects ● Review Solid Shapes

Learning Centers	<ul style="list-style-type: none">● Library: Browse theme books about living things● Writing: Students use letters, symbols, scribbling to write about what they will be● Math: Adding to Five with variety of manipulatives● Art: Living Things Mural and Sort● Technology: Explore Letter People Zz Games in MyDigPreK.com● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month● Blocks: Recycle Center - sorting cardboard, paper, trash, glass, etc.● Dramatic Play: Flower Shop Delivery
Second Step Week 21	<p>Inviting to Play</p> <p>Why This Theme Matters</p> <p>Children who are not included by others are at risk for negative outcomes. By learning and practicing how to invite others to play, children can help make sure everyone is included.</p> <p>Objectives:</p> <p>Children will be able to:</p> <ul style="list-style-type: none">● Demonstrate how to use inviting language● Demonstrate inviting others to play during a game <p>Learning Concepts:</p> <ul style="list-style-type: none">● Inviting others to play is a way to make friends.● Inviting others to play helps everyone feel part of the classroom. <p>Key Words:</p> <ul style="list-style-type: none">● Invite● Inviting

Theme: Easter/Spring

Week of March 25, 2024

Why This Theme Matters

During Spring and Easter we celebrate life and create objects that symbolize life. Spring-themed activities stimulate preschoolers' cognitive abilities as they learn more about the elements of nature, such as plants, flowers, animals, and even weather changes.

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	Celebrate Spring and Easter			School Closed	School Closed

	Celebrate life and create objects that symbolize life Analyze changes in weather Learn about life cycle of plants and animals			
Literacy Read Aloud	The Easter Egg Happy Easter, Mouse! Planting a rainbow The Tiny Seed And Then It's Spring Spring Is Here			
Practice Centers	Art: Colorful Rainbow Painting & Symmetrical Butterfly painting Fine Motor: Easter Egg Math: Counting Eggs Sensory Bin: Soil Sensory Table Science: Life cycle of animals Blocks: Building Bird Houses Dramatic Play: Flower Shop Gross Motor: Spring Animal Movements			
STEAM	Planting seeds and nurturing them to grow			
Experience	Pictures with the Easter Bunny			

Theme: Week of Young Child

Week of April 8, 2024

Why This Theme Matters

According to the NAEYC website, the purpose of “The Week of the Young Child” is to focus public attention on the needs of young children and their families and to recognize the early childhood programs and services which meet those needs. It is another way to involve families in their children’s school.

	Music Monday	Tasty Tuesday	Work Together Wednesday	Artsy Thursday	Family Friday
Objectives	Focus on the needs of children and enhance partnerships with families Students will engage in a Hip Hop dance and sing along with a focus on Literacy and Rhyming. Work together, build together, and learn together. Students will work together and choose materials to create a classroom project. Think, problem solve, create - Students will learn about a famous artist and create “masterpieces” of their own.				

	Sharing family stories- Students will share pictures and stories from their favorite adventures with their families
Literacy Read Alouds	I Want to Grow When You Were a Baby Growing Gardens Dance Like No One is Watching Dot Dot Dot Family Time
Practice Centers	Art: Self-Portraits Math: Counting family members and classmates Blocks: Use boxes and loose parts to construct towers. Dramatic Play: Home life Science: Growing food Gross Motor: Dancing Music: Instrument Parade
Experience	Donuts with Grown Ups

Week 2: 4/15/2024	Theme 6: Living Things	Focus Question: What do living things need?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.5.</u> Demonstrates persistence</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.5.</u> Demonstrates pro-social problem-solving skills in social interactions</p> <p><u>Domain 4b Communication, Language and Literacy PK.AC.6.</u> Demonstrates their ability to represent ideas using a variety of method</p> <p><u>Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]</u> Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)</p> <p><u>Domain 5b Science PK.SCI.4. [P-LS1-1.]</u> Observes familiar plants and animals (including humans) and describes what they need to survive</p>		
Vocabulary: Wow Words: gasp, impossible, harm, tiny, huge		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Living Things Are Everywhere” ● Sing and Move “You are my Sunshine” ● Revisit Anchor Chart Theme 6 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Retells stories ● Phonological Awareness - Segments and deletes onsets from rimes 	<ul style="list-style-type: none"> ● Introduce the Letter People Mr. Ii ● Mr. Ii Meeting and Greeting Card ● Investigate Mr. Ii’s Me Bag ● Rhyme Time with Mr. Ii ● Read “I Measure” ● Listen to Mr. Ii’s Song ● Read Big Book “If It Is” ● Rhyme time “Five Little Speckle Frogs”
Math Focus	<ul style="list-style-type: none"> ● Model Addition Stories with Pictures ● Practice Using Pictures to Add ● Review Solid Shapes 	<ul style="list-style-type: none"> ● Model Addition Stories with Numerals ● Guide Addition Stories with Numbers ● Use Solid Shapes to Add

<p>Learning Centers</p>	<ul style="list-style-type: none"> ● Library: Browse theme books about living things ● Writing: Students use letters, symbols, scribbling to write about shape animals ● Math: Write Addition Stories on Board ● Art: Leaf Rubbings ● Technology: Explore Letter People Ii Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Forest Life - using a variety of blocks and manipulative ● Dramatic Play: Caring for Your Pets
<p>Second Step Week 22</p>	<p>Joining in with Play</p> <p>Why This Theme Matters Developing the ability to join in the ongoing play of other children is a major task of early childhood. Children who are not able to do this are at risk for negative outcomes.</p> <p>Objectives: Children will be able to:</p> <ul style="list-style-type: none"> ● Come up with lots of ideas for play ● Identify positive ways to join in. <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● Noticing what other children are playing and offering ideas for play helps you join in. <p>Key Words:</p> <ul style="list-style-type: none"> ● Join In

Week 3: 4/22/2024	Theme 6: Living Things	Focus Question: What do plants need to grow?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.2</u> Actively engages in problem solving</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.5.</u> Demonstrates pro-social problem-solving skills in social interactions</p> <p><u>Domain 4b Communication, Language and Literacy PK.ELAL.29 [PKL.6]</u> Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences</p> <p><u>Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]</u> Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)</p> <p><u>Domain 5b Science PK.SCI.5. [P-LS1-2.]</u> Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment</p>		
Vocabulary: Wow Words: mystery, sprout, brilliant, variety, gigantic		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Mystery Seeds” ● Sing and Move “What a Seed Needs” ● Revisit Anchor Chart Theme 6 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Describes connections in a text ● Phonological Awareness - Produces words that Rhyme 	<ul style="list-style-type: none"> ● Introduce the Letter People Ms. Vv ● Ms. Vv Meeting and Greeting Card ● Investigate Ms. Vv’s Me Bag ● Rhyme Time with Ms. Vv ● Read “I Like My Vest” ● Listen to Ms. Vv’s Song ● Read Big Book “This is the Way” ● Rhyme time “I Grow”
Math Focus	<ul style="list-style-type: none"> ● Guide Addition with Rhymes ● Introduce Equal Sign ● Read “It All Adds Up” 	<ul style="list-style-type: none"> ● Model Addition Stories with Numerals ● Guide Addition Stories with Numbers ● Model and Guide Equivalence

<p>Learning Centers</p>	<ul style="list-style-type: none"> ● Library: Browse theme books about needs of a plant ● Writing: Students use letters, symbols, scribbling to write about what a plant needs ● Math: Seed and Colors ● Art: A Flower Garden ● Technology: Explore Letter People Vv Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Wild Plants - Ms. V's vegetable garden ● Dramatic Play: Be a Gardener - Take home plants
<p>Second Step Week 23</p>	<p>Saying the Problem</p> <p>Why This Theme Matters</p> <p>Skilled problem solvers get along better with other children and have fewer conflicts and problems with aggression.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate calming down and saying the problem ● Use words to describe problems presented in scenarios <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● You need to calm down before you solve a problem. ● The first Problem-Solving Step is to use words to say the problem. <p>Key Words:</p> <ul style="list-style-type: none"> ● Problem ● Words ● Safe

Week 4: 4/29/2024	Theme 6: Living Things	Focus Question: How do animals grow and change?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.4.</u> Exhibits curiosity, interest, and willingness to learn new things and have new experiences</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.5.</u> Demonstrates pro-social problem-solving skills in social interactions</p> <p><u>Domain 4b Communication, Language and Literacy PK.ELAL.4. [PKRF.4.]</u> Displays emergent reading behaviors with purpose and understanding</p> <p><u>Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]</u> Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g, if we have 3 apples and add 2 more, how many apples do we have all together?)</p> <p><u>Domain 5b Science PK.SCI.5. [P-LS1-2.]</u> Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment</p>		
Vocabulary: Wow Words: delicate, flutter, hilarious, giggle, lively		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Butterfly Life Cycle” ● Sing and Move “Baby Fish” ● Revisit Anchor Chart Theme 6 ● Practice and Scaffold Oral language ● Recalls details and Uses picture cues ● Link vocabulary and comprehension ● Makes Inferences and draws conclusions ● Phonological Awareness - Matches initial sounds 	<ul style="list-style-type: none"> ● Introduce the Letter People Ms. Ll ● Ms. Ll Meeting and Greeting Card ● Investigate Ms. Ll’s Me Bag ● Rhyme Time with Ms. Ll ● Read “I See My Shadow” ● Listen to Ms. Ll’s Song ● Read Big Book “Laugh with Me” ● Rhyme time “I Grow”
Math Focus	<ul style="list-style-type: none"> ● Reread “It All Adds Up” ● Guide and Practice Equivalence ● Guide and Practice Equivalence with Addition Stories 	<ul style="list-style-type: none"> ● Model Addition Stories ● Counting Warm Up ● Match Grows ● Model Memory Game

Learning Centers	<ul style="list-style-type: none"> ● Library: Browse theme books about life cycles of animals and insects ● Writing: Students use letters, symbols, scribbling to write about life cycles ● Math: Balancing Act ● Art: Make a Butterfly ● Technology: Explore Letter People Ll Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Build Ll's using variety of blocks ● Dramatic Play: Veterinarian's Office
Second Step Week 24	<p>Thinking of Solutions</p> <p>Why This Theme Matters</p> <p>Coming up with several solutions to a problem is an important part of solving problems. Skilled problem solvers get along better with other children and have fewer conflicts and problems with aggression.</p> <p>Objectives:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● 1. Think of lots of solutions to a problem <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● The second Problem-Solving Step is to think of lots of solutions. <p>Key Words:</p> <ul style="list-style-type: none"> ● Solutions ● Ideas

Week 1: 5/6/2024	Theme 6: Science is Everywhere!	Focus Question: What is Science?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.3.</u> Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.4.</u> Develops positive relationships with their peers</p> <p><u>Domain 4b Communication, Language and Literacy PK.ELAL.10 [PKR.6]</u> Describes the role of an author and illustrator</p> <p><u>Domain 5a Mathematics PKK.MATH.12. [NY-PK.G.1.]</u> Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p> <p><u>Domain 5b Science PK.SCI.10. [K-2-ETS1-1.]</u> Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>		
Vocabulary: Wow Words: study, mighty, unusual, wonder, ancient		
Literacy Focus	<ul style="list-style-type: none"> ● Read “What is Science” ● Sing and Move “The Eensy Weensy” ● Introduce Anchor Chart Theme 7 ● Uses complete sentences ● Recalls details and uses picture cues ● Link vocabulary and comprehension ● Makes Inferences and draws conclusions ● Phonological Awareness - Blends phonemes 	<ul style="list-style-type: none"> ● Introduce the Letter People Ms. Uu ● Ms. Uu Meeting and Greeting Card ● Investigate Ms. Uu’s Me Bag ● Rhyme Time with Ms. Uu ● Read “Up and Down” ● Listen to Ms. Uu’s Song ● Read Big Book “Up, Up and Away” ● Rhyme time “Twinkle, Twinkle Little Star”
Math Focus	<ul style="list-style-type: none"> ● Introduce Triangles, Circles, and Ovals ● Identify Triangles, Circles, and Ovals ● Sing about Shapes 	<ul style="list-style-type: none"> ● Guide and Practice Addition with Shapes ● Play the “Shape Merry Go-Round Game”

<p>Learning Centers</p>	<ul style="list-style-type: none"> ● Library: Browse theme books about science ● Writing: Students use letters, symbols, scribbling to write about science ● Math: Science Shapes in natural objects ● Art: Make a Starry Sky ● Technology: Explore Letter People Uu Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Stack, Roll and Slide using rocks and ramps ● Dramatic Play: Scientists at Work
<p>Second Step Week 25</p>	<p>Speaking Up Assertively</p> <p>Why This Theme Matters Coping with other people's mean or unsafe behavior is very difficult for young children and often prompts strong feelings. Learning to calm down and speak up assertively in response is an important skill for children.</p> <p>Objectives: Children will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate speaking up assertively in response to scenarios <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● If someone treats you in unsafe or mean ways, speaking up assertively is a respectful way to deal with it. <p>Key Words:</p> <ul style="list-style-type: none"> ● Respectful ● Assertive ● Speaking up

Week 2: 5/13/2024	Theme 6: Science is Everywhere!	Focus Question: What do scientists do?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.3.</u> Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.4.</u> Develops positive relationships with their peers</p> <p><u>Domain 4b Communication, Language and Literacy PK.ELAL.10 [PKR.6]</u> Describes the role of an author and illustrator</p> <p><u>Domain 5a Mathematics PKK.MATH.12. [NY-PK.G.1.]</u> Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p> <p><u>Domain 5b Science PK.SCI.10. [K-2-ETS1-1.]</u> Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>		
Vocabulary: Wow Words: investigate, expedition, fascinating, inquire, reveal		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Science in Our World” ● Sing and Move “Hello! How are you?” ● Revisit Anchor Chart Theme 7 ● Uses complete sentences ● Recalls details and uses picture cues ● Link vocabulary and comprehension ● Recalls details and identifies relevant/irrelevant information on a topic ● Phonological Awareness - Rhyming Words 	<ul style="list-style-type: none"> ● Introduce the Letter People Mr. Qq ● Mr. Qq Meeting and Greeting Card ● Investigate Mr. Qq’s Me Bag ● Rhyme Time with Mr. Qq ● Read “In the Zoo” ● Listen to Ms. Qq’s Song ● Read Big Book “Questions, Questions!” ● Rhyme time “Twinkle, Twinkle Little Star”
Math Focus	<ul style="list-style-type: none"> ● Introduce Rectangles, Squares, Rhombuses ● Identify Rectangles, Squares, Rhombuses ● Sing about Shapes 	<ul style="list-style-type: none"> ● Guide and Practice Extending Patterns ● Play the “Shape Merry Go-Round Game”

Learning Centers	<ul style="list-style-type: none"> ● Library: Browse theme books about scientists ● Writing: Students use letters, symbols, scribbling to write about what scientists do ● Math: Making shapes ● Art: Fossil prints ● Technology: Explore Letter People Qq Games in MyDigPreK.com ● Senory Table: Teacher choice from Binder & Google Form order materials due 15th of each month ● Blocks: Strong structures ● Dramatic Play: Science Lab
Second Step Review	<ul style="list-style-type: none"> ● Teachers will review social emotional topics based on student needs

Week 3: 5/20/2024	Theme 6: Science is Everywhere!	Focus Question: How are objects the same and different?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.2</u> Actively engages in problem solving</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.5.</u> Demonstrates pro-social problem-solving skills in social interactions</p> <p><u>Domain 4b Communication, Language and Literacy PK.ELAL.26. [PKL.2]</u> Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing</p> <p><u>Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]</u> Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g, if we have 3 apples and add 2 more, how many apples do we have all together?)</p> <p><u>Domain 5b Science PK.SCI.1. [P-PS1-1.]</u> Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid</p>		
Vocabulary: Wow Words: record, predict, consider, evidence, gather		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Tell Me About It” ● Sing and Move “Do you think a boat will float?” ● Revisit Anchor Chart Theme 7 ● Uses complete sentences ● Recalls details and uses picture cues ● Link vocabulary and comprehension ● Phonological Awareness - Blends phonemes 	<ul style="list-style-type: none"> ● Introduce the Letter People Ms. Jj ● Ms. Jj Meeting and Greeting Card ● Investigate Ms. Jj’s Me Bag ● Rhyme Time with Ms. Jj ● Read “I am a Frog” ● Listen to Ms. Jj’s Song ● Read Big Book “Just Listen!” ● Rhyme time “I’m a Little Teapot”

Math Focus	<ul style="list-style-type: none"> ● Read “Look for Shapes” ● Shape Hunt ● Which Does Not Belong Game 	<ul style="list-style-type: none"> ● Introduce Orientation Terms ● Create a Body Shape Book ● “Spy a Shape” Song
Learning Centers	<ul style="list-style-type: none"> ● Library: Browse theme books about science ● Writing: Students use letters, symbols, scribbling to write about same and different ● Math: Shape Fun ● Art: Magnet Paintings ● Technology: Explore Letter People Jj Games in MyDigPreK.com ● Blocks: Build with Jj ● Dramatic Play: “Sell” Me About It 	
Second Step Review	<ul style="list-style-type: none"> ● Teachers will review social emotional topics based on student needs 	

Week 4: 5/29/2024	Theme 6: Science is Everywhere!	Focus Question: How can objects change?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.2</u> Actively engages in problem solving</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.5.</u> Demonstrates pro-social problem-solving skills in social interactions</p> <p><u>Domain 4b Communication, Language and Literacy PK.ELAL.26. [PKL.2]</u> Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing</p> <p><u>Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]</u> Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)</p> <p><u>Domain 5b Science PK.SCI.1. [P-PS1-1.]</u> Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid</p>		
Vocabulary: Wow Words: alter, inflate, extraordinary, combine, experiment		
Literacy Focus	<ul style="list-style-type: none"> ● Read “What What Happens!” ● Sing and Move “Changes” ● Revisit Anchor Chart Theme 7 ● Uses complete sentences ● Recalls details and uses picture cues ● Link vocabulary and comprehension ● Makes connections to text ● Phonological Awareness - Match final sounds 	<ul style="list-style-type: none"> ● Introduce the Letter People Mr. Xx ● Mr. Xx Meeting and Greeting Card ● Investigate Mr. Xx’s Me Bag ● Rhyme Time with Mr. Xx ● Read “Are We the Same” ● Listen to Mr. Xx’s Song ● Read Big Book “My Upside Down World!” ● Rhyme time “I’m a Little Teapot”

Math Focus	<ul style="list-style-type: none"> ● Reread “Look for Shapes” ● Going on a Shape Hunt ● Model and Guide Combining Shapes 	<ul style="list-style-type: none"> ● Model and Guide Taking Shapes Apart ● Model and Create Symmetrical Shapes ● Create Symmetrical Shapes
Learning Centers	<ul style="list-style-type: none"> ● Library: Browse theme books about changes in the environment, matter, etc. ● Writing: Students use letters, symbols, scribbling to write about changing colors ● Math: Combining and Taking apart Shapes ● Art: Ice Paintings ● Technology: Explore Letter People Xx Games in MyDigPreK.com ● Blocks: “X” Marks the Spot building ● Dramatic Play: Role Playing in the bakery 	
Second Step Review	<ul style="list-style-type: none"> ● Teachers will review social emotional topics based on student needs 	

Week 1 & 2: 6/3/2024	Theme 6: Technology in Our World	Focus Question: How does technology change our lives? What was life like 100 years ago?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.2</u> Actively engages in problem solving</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.5.</u> Demonstrates pro-social problem-solving skills in social interactions</p> <p><u>Domain 4b Communication, Language and Literacy PK.ELAL.29 [PKL.6]</u> Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences</p> <p><u>Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]</u> Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples we have all together?)</p> <p><u>Domain 5d The Arts PK.ARTS.7. [MA:Re7-9.PK]</u> Responds and Connects to Media Arts</p> <p><u>Domain 5b Social Studies PK.SOC.6.</u> Develops an understanding of how people and things change over time and how to relate past events to their present and future activities</p>		
<p>Vocabulary: Wow Words: dim, huddle, frustrated, unexpected, startled, machine, invent, progress, improve, obstacle</p>		
Literacy Focus	<ul style="list-style-type: none"> ● Read “Blackout” ● Sing and Move “Twinkle Twinkle Little Light” ● Introduce Anchor Chart Theme 8 ● Engages in Conversation ● Recalls details and uses picture cues ● Link vocabulary and comprehension ● Makes inferences and draws conclusions 	<ul style="list-style-type: none"> ● Read “Long Ago and Now” ● Reread “The Letter People ABC’s” ● Explore Letters and Sounds: A-L ● Read “I see You and Me” ● Rhyme “Jack and Jill” ● Sing the Alphabet Song and Letter People Songs

	<ul style="list-style-type: none"> ● Phonological Awareness - Blends phonemes 	<ul style="list-style-type: none"> ● Sight words:
Math Focus	<ul style="list-style-type: none"> ● Model and Guide Subtraction Stories ● Subtraction Stories with Shapes ● Subtracting with Rhymes 	<ul style="list-style-type: none"> ● Model and Guide Subtracting Stories with Objects ● Model and Guide Subtracting Stories with Pictures
Learning Centers	<ul style="list-style-type: none"> ● Library: Browse theme books about technology ● Writing: Students use letters, symbols, scribbling to write about technology - now and then ● Math: How many went away? Subtraction Story Time ● Art: Digital Painting and Self-Portraits ● Technology: Explore Letter People Games in MyDigPreK.com ● Blocks: Computer Construction ● Dramatic Play: Role Playing at the Car Wash and 100 Years Ago 	
Second Step Week 27	<p>Riding the Kindergarten Bus</p> <p>Why This Theme Matters</p> <p>Children face many new stressors when they begin kindergarten. Using the skills learned in this program can help children focus on their schoolwork and avoid undue stress.</p> <p>Objectives:</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify the feelings learned in the <i>Second Step</i> program when presented with facial clues ● Demonstrate the Calming-Down Steps in response to scenarios <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● Looking at people's faces and bodies and noticing what is happening help you tell how people are feeling. ● People can have different feelings about the same thing. ● Using the Calming-Down Steps helps you calm down strong feelings. <p>Key Words:</p> <ul style="list-style-type: none"> ● Feeling ● Calm down ● Same ● Different 	

Week 3 & 4: 6/3/2024	Theme 6: Technology in Our World	Focus Question: How do we travel from place to place? Where does our food come from?
<p>Next Generation Standards:</p> <p><u>Domain 1 Approaches to Learning PK.AL.3.</u> Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences</p> <p><u>Domain 3 Social and Emotional Learning PK.SEL.1.</u> Regulates responses to needs, feelings and events</p> <p><u>Domain 4b Communication, Language and Literacy PK.ELAL.7 [PKR.3]</u> Develops and answers questions about characters, major events, and pieces of information in a text</p> <p><u>Domain 5a Mathematics PK.MATH.8. [NY-PK.OA.1.]</u> Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)</p> <p><u>Domain 5b Science PK.SCI.11. [K-2-ETS1-2.]</u> Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem</p>		
Vocabulary: Wow Words: travel, vehicle, destination, roam, journey, product, deliver, provide, process, expand		
Literacy Focus	<ul style="list-style-type: none"> ● Read “From Here to There” ● Sing and Move “Daisy” ● Revisit Anchor Chart Theme 7 ● Uses complete sentences ● Recalls details and uses picture cues ● Link vocabulary and comprehension ● Makes connections to text ● Phonological Awareness - Match final sounds 	<ul style="list-style-type: none"> ● Read “Before It Gets to the Store” ● Sing “We’re Traveling” ● Reread “The Letter People ABC’s” ● Explore Letters and Sounds: M-Z ● Read “The Parade” and “In a Jet” ● Rhyme “The Wheels on the Bus” ● Sing the Alphabet Song and Letter People Songs ● Sight words:

Math Focus	<ul style="list-style-type: none"> ● Read “How Many Are Left?” ● Model and Guide Subtraction Stories ● Model and Practice Equivalence ● Guide Number Stories 	<ul style="list-style-type: none"> ● Review Addition and Equivalence ● Create and Extend Patterns ● Revisit Number Rhymes and Counting to 10
Learning Centers	<ul style="list-style-type: none"> ● Library: Browse theme books about food travel and transportation ● Writing: Students use letters, symbols, scribbling to write about transportation ● Math: Subtraction Action and Secret Patterns ● Art: Tire Track Painting and Play Dough Bakery ● Technology: Explore Letter People Games in MyDigPreK.com ● Blocks: Build a Market and On the Go (airport, highway, train station, etc.) ● Dramatic Play: Role Playing From the Farm to the Store and Train Ride 	

Second Step Week 28	<p>Making New Friends in Kindergarten</p> <p>Why This Theme Matters Children with friends are happier and more successful in school. Reviewing friendship skills can help children integrate successfully into new social environments.</p> <p>Objectives: Children will be able to:</p> <ul style="list-style-type: none"> ● Demonstrate the Fair Ways to Play ● Demonstrate inviting others to play and asking to join in play <p>Learning Concepts:</p> <ul style="list-style-type: none"> ● Playing together, trading, and taking turns are fair and fun ways to play. ● Inviting others to play and asking to join in are ways to make friends in kindergarten. <p>Key Words:</p> <ul style="list-style-type: none"> ● Play together ● Take turns Trade ● Fair ● Join in ● Invite
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Final Week: 6/17/2024	Theme 6: Moving Up	Student Choice inquiry based topics Juneteeth Activites
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Social Worker SEL Monthly Lessons

September: Welcome to School: Our Classroom Community
Social Work Led Project: Fill Your Bucket



Students will feel welcomed, recognized, and safe in their new school.

Students will begin to build trusting relationships with adults in their classrooms.

Social workers will aid in getting students acclimated to classroom rules and routines.

Social Workers will read “Have you Filled a Bucket Today?” and discuss classroom culture

Teacher Resources/Responsibilities that support monthly theme:

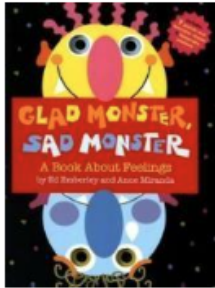
Introduce and reinforce classroom rules. Introduce and implement a visual daily schedule.

Highlight when students perform “bucket-filling” actions to support positive classroom environment

[Cheryl Meiners book series](#) covers different topics surrounding positive social behavior in the classroom.

October: Calm Down Corner/Feelings & Emotions

Social Work Led Project: Introducing & Explaining the Calm Down Corner/Glad Monster Sad Monster Breathing Buddies



A calm down corner is a space within the classroom that students can utilize to regulate their physical and emotional state. Calm down corner can be used to assist students in regaining behavioral control.

Social workers will conduct classroom lessons about self-care, as well as assist teachers in developing their calm down corners.

Social Workers will help students create "[Breathing Buddies](#)" which they can use for comfort and to practice deep breathing

Teacher Resources/Responsibilities to support the monthly theme:

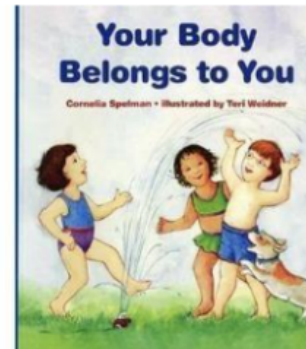
Have calm down corner set up by October 15th.

Set up and introduce feelings chart. Use SEL posters, which will be provided by social workers, to showcase in cozy corner space.

Video demonstrating how to set up calm down corner: [How to set up and use a Calm Down Corner!](#)

November: Body Safety

Social Worker Led Project: Safe/Unsafe Touch Sorting



The book *Your Body Belongs to You* will discuss bodily autonomy, safety and respect

Class will engage in a sorting activity to distinguish between safe and unsafe interactions

Teacher Resources/Responsibilities to support the monthly theme:

- Model and reinforce consent in play and social interactions
- Praise children for respecting each other's boundaries

December: Character Development/Breath Work

Social Work Led Project: Character Kids Save the Day - Book and Capes Breathing Wands

Social workers will read the story "Character Kids Save the Day!" and introduce 5-character traits to help begin the process of character development and understanding good values.

Students will learn the value of good character early to help develop a positive sense of self, become engaged in learning and enjoy positive relationships with others.

Social Workers will create "Breathing Wands" with students to support them in visualizing proper breath work as a calming strategy

Teacher Resources/Responsibilities to support the monthly theme:

Teachers will receive their own set of character capes to keep in the classroom.

- When a student is demonstrating one of the 5-character traits, the teacher can reinforce character development by allowing the student to wear the corresponding cape.

Breathing wands can remain in the calm down corner or in student's desk supply bin for easy access.

January: Body Awareness

Social Worker Led Project: Angry Octopus: A Relaxation Story

Social Workers will read “Angry Octopus: A Relaxation Story” and review coping and calm-down strategies

Students will engage with a coping strategies wheel and practice ways to regulate themselves

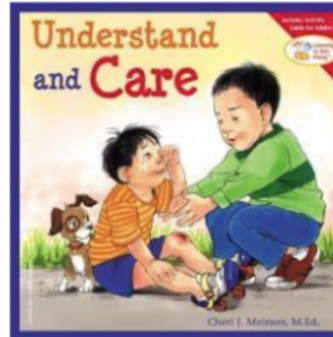
Teacher Resources/Responsibilities to support the monthly theme:

Share with the class when they are using a strategy and how it is helpful

Praise students who independently use strategies

Have peers support each other in recommending strategies to use

February: Friendship/Social Awareness Social Worker Led Project: Mirror Game



Social workers will read “Understand and Care ” book followed by a discussion centered around friendship and feelings.

Social Workers will facilitate a partnered mirroring activity to reinforce social awareness and attunement.

Teacher Resources/Responsibilities to support the monthly theme:

Additional books on friendship

- [How do Dinosaurs Stay Friends - Read Aloud](#)
- [BAD APPLE - A Tale of Friendship - Read Aloud](#)

March: Kindness Rocks/Breath Work
Social Worker Led Project: Kindness Rocks/Breathing Dragons

A 'Kindness Rock' is a creative way to encourage acts of kindness within the classroom and community.

Social workers will connect "Kindness Rocks" story to what students have learned about Martin Luther King Jr. in their classrooms.

Students will create "fire breathers" to support the visualization of slow deep breaths to support nervous system regulation

Teacher Resources/Responsibilities to support the monthly theme:

Send home SeeSaw messages and "Caught Being Kind" certificates.

- Post pictures of students on Seesaw doing acts of kindness and wearing the Kindness Cape.
- Social Workers will provide [kindness certificates](#) to be sent home to families.

Practice and reinforce slow, deep breathing

April: Settle Your Glitter

Social Worker Led Project: Glitter Jars



Social workers will guide students in creating a glitter jar and using it to build focus and calm

Students will add the jar to their calm down toolbox

Teacher Resources/Responsibilities to support the monthly theme:

Glitter Jars can remain in the calm down corner or in student's desk supply bin for easy access.

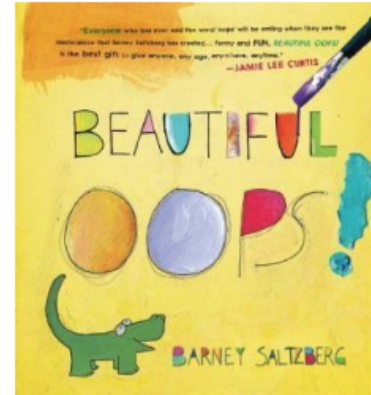
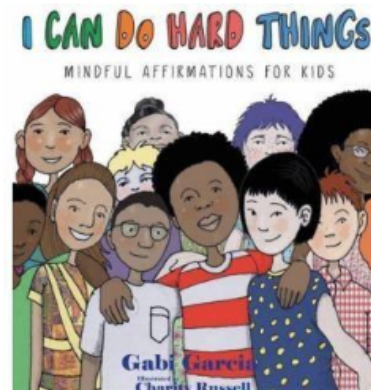
Book for deep breathing and mindfulness: [My Magic Breath - Read Aloud](#)

Videos to play when students need "calm down" moment with their jars:

- ["Settle Your Glitter"](#)
- [Melting - Flow | GoNoodle - YouTube](#)

May: Growth Mindset

Social Work Led Project: I can do hard things/Beautiful Oops



Social workers will introduce the concept of “growth mindset” by reading “I Can Do Hard Things” by Gabbi Garcia

Social workers will guide a discussion on growth mindset vs. fixed mindset.

Students will build and strengthen their own growth mindset by completing “I can, I can’t worksheet”

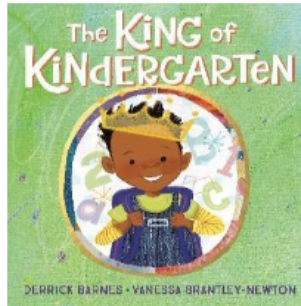
Teacher Resources/Responsibilities to support the monthly theme:

Growth Mindset Yoga - Reinforce the idea of growth mindset by practicing daily affirmations through yoga poses. This link below will demonstrate 5 yoga poses to inspire a growth mindset for our students.

- [How to Build a Growth Mindset through Yoga Poses for Kids \(kidsyogastories.com\)](https://kidsyogastories.com)

June: Kindergarten Transition

Social Worker Led Project: The King of Kindergarten - Kindergarten Crowns



- A smooth transition between Pre-K and Kindergarten is key to a child's social development and future educational success.
- Social workers will read "The King of Kindergarten" and assist students with creating their own king and queen kindergarten crowns.

Teacher Resources/Responsibilities to support the monthly theme:

Kindergarten Transition Books

- [Off To Kindergarten - Read Aloud](#)
- [The Night Before Kindergarten - Read Aloud](#)

Social Worker SEL Small Group Lessons

Fall Small Group Counseling Topics: Transitioning to the classroom, Emotions and Feelings, Problem Solving		
Topic	Activity and Discussion	Books and Resources
Following Directions	Games and Puzzles	Sorry, Connect Four, Candyland Respect Matching Game Social Emotional Match-Up: Making Good Choices
Following Directions	Read a story and complete Follow Rules worksheet	Know and Follow Rules – Meiners Respect and Take Care of Things- Meiners
Following Directions	Investigators Club: Be A Good Listener Investigators Club: Use Your Indoor Voice	Investigators Club Pages 14-16
Problem Solving	Investigators Club: Talk About It	Investigators Club Page 18
Safety	Discuss the procedures and rules of a fire drill. Explain why we have them and what we need to do.	Tinyville Town: I'm a firefighter
Safety	Use pictures of household items and school items and do a safe vs. dangerous sort	Be Careful and Stay Safe – Meiners
Transitioning into Classroom	Draw someone who is attached to your invisible string. Who do you miss while you're at school?	The Invisible String
Feelings and Emotions	Emotion Bingo Game	The Way I Feel by Janan Cain Calm Down Kit Lesson 3 : Page 23- 25
Feelings and Emotions	Emotional awareness practice	Emotions Play-Doh mats Moods and Emotions Mirrors Stack and Build Emotion Kids Mood and Emotions Wooden Match ups

<p style="text-align: center;">Winter Small Group Counseling Topics: Kindness, Mindfulness, Diversity, Acceptance</p>		
Topic	Activity and Discussion	Books and Resources
Kindness	Draw yourself doing an act of kindness.	Be Kind – Pat Miller
Kindness	Print out pictures of acts of kindness. Students can cut and glue pictures into a kindness collage.	Be Polite and Kind - Meiners
Diversity	Students use rainbow scratch paper to create self-portrait.	It's Okay to be Different - Todd Parr
Diversity	Self Portrait	Skin like mine – Latisha Perry
Diversity	Read story and have discussion on what makes students alike and what makes them different.	Calm Down Kit Lesson 2: Page 20 & 21 Perhaps I'll Be An Orpple by Z Hackett
Mindfulness	Read story and practice yoga	Listening to my Body by Gabi Garcia
Mindfulness	Students take turns spinning wheel. They will name the emotion and share a time they felt that way.	Calm Down Kit Lesson 4: Page 26 & 27 How do you feel? Wheel Calm Yourself cards
Mindfulness	Have students practice deep breathing with their glitter jars.	My Magic Breath – Alison Taylor
Acceptance	Have students bring in an item from home for Show and Tell	Show and Tell Day - YouTube

Spring Small group counseling topics: Friendship, Growth Mindset, Changes, Kindergarten Transition		
Topic	Activity and Discussion	Books and Resources
Friendship	Say it Back Ball Toss Game	Talk and Work it Out by Meiners
Friendship	Investigators Club: We Can Compromise	Investigators Club Page 30
Friendship	Use question cubes to practice asking/answering questions with classmates	Conversation Cubes
Friendship	Discussion forgiveness skills.	Forgive and Let Go: A book about forgiveness by Meiners
Growth Mindset	Read story with students and have discussion about trying new things and not giving up.	The Magical Yet. - YouTube
Growth Mindset	Have students discuss and draw a time they tried something new that was scary.	Jabari Jumps – Gaia Cornwall
Self-Esteem	Color your own Elmer	Elmer – David McKee
Kindergarten Transition	Discuss kindergarten transition and potential worries about going to a new class.	Dealing with Feeling Worried
Kindergarten Transition	Discussion around having courage and being brave to Kindergarten	Have courage: A book about being brave – Cheri Meiners

