

Pre-k Pacing Guide 2024-2025

Ongoing Standards taught from the beginning of school throughout the year across all areas:

Approaches to Learning (PK.AL):

Creativity:

PK.AL.CR.1 – Independently interact with a variety of materials through multiple play activities.

PK.AL.CR.2 – Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).

PK.AL.CR.3 – Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play.

PK.AL.CR.4 – Demonstrate a willingness to engage in new experiences and activities.

Self-Regulation:

PK.AL.SR.5 – Maintain focus appropriate to completing a task and/or learning activity.

PK.AL.SR.6 – Persist in solving problem or question, with adult prompting.

PK.AL.SR.7 – Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.

Critical Thinking:

PK.AL.CT.8 – Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).

PK.AL.CT.9 – Demonstrate an awareness of connection between prior and new knowledge.

PK.AL.CT.10 – Identify a problem and attempt multiple ways to solve it, with or without assistance.

Communication:

PK.AL.CO.11 – Ask and respond to questions with peers and adults in individual and group activities.

PK.AL.CO.12 – Seek assistance and/or information when needed to complete a task.

Collaboration:

PK.AL.CB.13 – Engage in play-based student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.

PK.AL.CB.14 – Demonstrate a willingness to collaborate with others to solve a problem.

Social and Personal Competencies (PK.SPC):

Self-Awareness:

PK.SPC.SA.1 – Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.

PK.SPC.SA.2 – Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.

PK.SPC.SA.3 – Describe self-using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).

PK.SPC.SA.4 – Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.

PK.SPC.SA.5 – Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.

PK.SPC.SA.6 – Seek and accept guidance from primary caregivers, teachers, and other familiar adults.

PK.SPC.SA.7 – Demonstrate an understanding of rules through actions and conversations.

PK.SPC.SA.8 – Use materials purposefully, safely, and respectfully as set by group rules.

Self-Management:

PK.SPC.SM.1 – Express feelings, needs, opinions, and desires and begin to identify causal relationships.

PK.SPC.SM.2 – Demonstrate ability to modify behavior in different situations using multiple problem-solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.

Social Awareness:

PK.SPC.SCA.1 – Show empathy and caring for others.

PK.SPC.SCA.2 – Demonstrate an understanding of how personal choices impact others.

Relationship Skills:

PK.SPC.RS.1 – Seek assistance and/or information when needed to complete a task.

PK.SPC.RS.2 – Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).

PK.SPC.RS.3 – Initiate play and interact positively with another child or children.

PK.SPC.RS.4 – Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.

English Language Arts (PK.SC):

Foundational Literacy Standards Sentence Composition:

PK.SC.6– Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.

- a. With modeling or verbal prompts, orally produce complete sentences.
- b. Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence.
- c. Use frequently occurring nouns and verbs when speaking and in shared language activities.
- d. Form regular plural nouns when speaking and in shared language activities.
- e. Understand and use question words (interrogatives) when speaking and in shared language activities.
- f. With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.
- g. With prompting and support, produce and expand complete sentences in shared language activities.
- h. Begin to recognize that a name begins with a capital letter.

1st Nine Weeks
August 6- October 4

- **Q1 Progress Reports:** Sept. 6
- **Q1 Report Cards:** Oct. 18
- **Parent Conferences:** Sept. 9 – Sept. 20
- **PD 6 hours:** Sept. 16

Week	Welcome and Read Aloud	Connect(s)	Small Groups	Fast Focus
Aug. 6-8	<p>Aug. 6-8: Monday- Thursday Pre-K Home Visits 8:00-2:00</p> <p>Aug. 9: Friday Pre-K Home Visit 8:00-11:00</p>			
Aug. 12-16	<p>Aug. 12: Monday Pre-K Home visit 8:00-2:00</p> <p>Aug. 13-16: Tuesday- Friday Small Group Days</p> <p>PK.AL.CR.1: Independently interact with a variety of materials through multiple play activities.</p> <p>PK.AL.CR.2: Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).</p> <p>PK.AL.CR.3: Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play.</p> <p>PK.AL.CR.4: Demonstrate a willingness to engage in new experiences and activities.</p>	<p>PK.AL.CO.11: Ask and respond to questions from peers and adults in individual and group activities.</p> <p>PK.AL.CO.12: Seek assistance and/or information when needed to complete a task.</p>	<p>PK.AL.CB.13: Engage in play-based student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.</p> <p>PK.AL.CB.14: Demonstrate a willingness to collaborate with others to solve a problem.</p>	<p>PK.SPC.RS.1: Seek assistance and/or information when needed to complete a task.</p> <p>PK.SPC.RS.2: Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).</p> <p>PK.SPC.RS.3: Initiate play and interact positively with another child or children.</p> <p>PK.SPC.RS.4: Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.</p>
Aug. 19-23 Pre-K Baseline Assessment Window	<p>Aug. 19: Monday Full Class/ Transportation begins</p> <p>PK.FL.PC.1a: Handle books appropriately.</p> <p>PK.RL.RRTC.10: Listen and respond to stories and poems.</p> <p>PK.LS1.01c: Recognize and describe the functions of the 5 senses of humans.</p>	<p>PK.CC.B.4a: When counting objects, say number names and use 1:1 correspondence.</p> <p>PK.01: Describe familiar people, things, and events in reference to one's home or school.</p> <p>***Other standards covered during this time are social-emotional standards and are referenced above.</p>	<p>PK.FL.PC.1: Demonstrate understanding of the organization and basic features of print.</p> <p>PK.FL.PC.1a: Handle books appropriately.</p> <p>PK.FL.PC.1b: Recognize that spoken words can be written and read.</p> <p>PK.FL.WC.4b: begin to print letter forms (circle, line, diagonal, cross line, etc.).</p>	<p>PK.CC.B.4: Understand the relationship between numbers and quantities.</p> <p>PK.FL.PC.1c: understand that words are made up of letters.</p> <p>PK.FL.PC.1d: Recognize familiar upper-case letters and some of the most common lower-case letters.</p> <p>PK.FL.PWR.3a, c: Begin to demonstrate knowledge of 1:1 letter sound correspondence by producing the most frequent sound for familiar consonants, begin to decode regularly spelled CVC words.</p>

<p>Aug. 26- 30</p> <p>Pre-K Baseline Assessment Window</p> <p>Unit 1, Week 1</p>	<p>Connecting with School and Friends</p> <p>PK.FL.PC.1a: Handle books appropriately. PK.RL.RRTC.10: Listen and respond to stories and poems. PK.LS1.01c: Recognize and describe the functions of the 5 senses of humans.</p>	<p>PK.CC.B.4a: When counting objects, say number names and use 1:1 correspondence PK.01: Describe familiar people, things, and events in reference to one's home or school.</p> <p>***Other standards covered during this time are social-emotional standards and are referenced above.</p> <p>FS – Unit 1, Week 1, begins on p. 32</p>	<p>PK.FL.PC.1: Demonstrate understanding of the organization and basic features of print. PK.FL.PC.1a: Handle books appropriately. PK.FL.PC.1b: Recognize that spoken words can be written and read. PK.FL.WC.4b: Begin to print letter forms (circle, line, diagonal, cross line, etc.).</p>	<p>PK.CC.B.4: Understand the relationship between numbers and quantities. PK.FL.PC.1c: Understand that words are made up of letters. PK.FL.PC.1d: Recognize familiar upper-case letters and some of the most common lower-case letters. PK.FL.PWR.3a, c: Begin to demonstrate knowledge of 1:1 letter sound correspondence by producing the most frequent sound for familiar consonants, begin to decode regularly spelled CVC words.</p>
<p>*Sept. 2-6</p> <p>Labor Day Sept. 2</p> <p>Unit 1, Week 2</p>	<p>Connecting with School and Friends</p> <p>PK.FL.PC.1a: Handle books appropriately. PK.RI.KID.3: Orally identify the connection between info in a text to personal experience or other text. PK.CC.B.5: Understand that a # represents a corresponding quantity. PK.CC.B.5a: Subitize quantity up to 5. PK.CC.B.5b: Given a # 1-10, count out that many objects. PK.LS1.01c: Recognize and describe the functions of the 5 senses of humans.</p>	<p>PK.CC.B.4: Understand the relationship between numbers and quantities. PK.01: Describe familiar people, things, and events in reference to one's home or school.</p> <p>***Other standards covered during this time are social-emotional standards and are referenced above.</p> <p>FS – Unit 1, Week 2, p. 66</p>	<p>PK.FL.PC.1b: Recognize that spoken words can be written and read. PK.CC.B.4a-b: When counting objects, say the # name, use 1:1 correspondence, and understand that the last # name said tells the # of objects counted.</p>	<p>PK.CC.B.4a-b: When counting objects, say the # name, use 1:1 correspondence, and understand that the last # name said tells the # of objects counted. PK.FL.PWR.3a: Begin to demonstrate knowledge of 1:1 letter sound correspondence by producing the most frequent sound for familiar consonants. PK.FL.PWR.3b: Recognize high frequency words by sight including own name and other familiar words in the environment.</p>
<p>Sept. 9-13</p> <p>Unit 1, Week 3</p>	<p>Connecting with School and Friends</p> <p>PK.FL.PC.1a: Handle books appropriately. PK.RL.KID.1: Ask and answer questions about a story read aloud. PK.RL.KID.2: Retell familiar stories. PK.RL.KID.3: Describe people, places, and actions. PK.CC.B.5: Subitize quantity up to 5. PK.MD.A.2: Order objects by size. PK.ETS1.01a: Use senses to gather information.</p>	<p>PK.CC.B.5,a,b: Understand that a number represents a quantity. Subitize and count out quantities up to 5. PK.RL.KID.3: Describe people, places, and actions. PK.CC.B.4a: Use one-to-one correspondence. PK.ETS.1.01c: Make predictions based on observations and explorations.</p> <p>FS – Unit 1, Week 3, p. 85</p>	<p>PK.RL.KID.3: Describe people, places, and actions. PK.W.TTP.2: Use a combination of drawing, dictating, and emergent writing to explain information. PK.CC.B.5b: Make groups of objects up to 5.</p>	<p>PK.CC.B.4a: Use one-to-one correspondence. PK.CC.B.5a: Subitize small groups. PK.FL.PA.2a: Recognize and discriminate rhyming words. PK.FL.PWR.3b: Recognize familiar names in print including own name. PK.FL.2b: Pronounce and identify syllables. PK.ETS.1.01c: Make predictions based on observations. PK.FL.PWR.3a: One-to-one letter sound correspondence.</p>

<p>*Sept. 16-20</p> <p>PD - Sept. 16</p> <p>Unit 1, Week 4</p>	<p>Connecting with School and Friends</p> <p>PK.CC.B.4a: Use one-to-one correspondence.</p> <p>PK.RL.KID.2,3: Orally retell story with characters, setting, and events. Describe people, places, and actions.</p> <p>PK.G.A.2,3: Name 2 and 3-dimensional shapes.</p> <p>PK.ETS1.01a: Use senses to gather information.</p> <p>PK.RI.CS.4: Answer questions about the meaning of words and phrases in a text.</p>	<p>PK.CC.B.4a: Use one-to-one correspondence.</p> <p>PK.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>PK.RL.KID.1: Ask and answer questions about a story read aloud.</p> <p>PK.RL. KID.3: Describe people, places, and actions.</p> <p>PK.ETS1.01a: Use senses to gather information.</p> <p>FS – Unit 1, Week 4, p. 120</p>	<p>PK.CC.B.4a: Use one-to-one correspondence.</p> <p>PK.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>PK.ETS1.01a,b: Use senses to gather information, and record and organize data to communicate conclusions.</p> <p>PK.RL. KID.3: Describe people, places, and actions.</p> <p>PK.RL.KID.1: Ask and answer questions about a story read aloud.</p> <p>PK.W.TTP.2: Use a combination of drawing, dictating, and emergent writing to explain information. PK.W.RBPK.10: Engage routinely in drawing, dictating and emergent writing activities for a range of tasks, purposes, and audiences.</p> <p>PK.FL.PC.1b: Recognize that spoken words can be written and read.</p>	<p>PK.CC.B.4a: Use one-to-one correspondence.</p> <p>PK.FL.PWR.3b: Recognize familiar names in print including own name.</p> <p>PK.CC.B.5: Subitize quantity up to 5.</p> <p>PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds through oral language.</p> <p>PK.FL.PA.2a: Recognize and discriminate rhyming words.</p> <p>PK.FL.PWR.3a: One-to-one letter sound correspondence.</p> <p>PK.OA.A3: Compose and decompose numbers to 5, in more than one way.</p> <p>PK.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>PK.CC.A.1: Count forward from 1 to 30.</p> <p>PK.FL.PC.1c, d, e: Understand words are made of letters, recognize letters, and distinguish between pictures and words.</p>
<p>Sept. 23-27</p> <p>Unit 1, Week 5</p>	<p>Connecting with School and Friends</p> <p>PK.FL.PC.1a: Handle books appropriately.</p> <p>PK.RL.RRTC.10: Listen and respond to stories and poems of appropriate complexity.</p> <p>PK.SL.PKI.4: Describe familiar people, places, things, and events.</p> <p>PK.SL.CC.1: Participate with varied peers and adults in collaborative conversations.</p> <p>PK.ETS.1.01a: Uses senses to gather, explore, and interpret information.</p> <p>PK.LS1.01c: Recognize and describe the function of the five senses of humans.</p> <p>PK.SL.PKI.6: With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.</p> <p>PK.FL.PC.1b, e: Recognize that spoken words can be written and read. Distinguish between pictures and words.</p>	<p>PK.SL.PKI.4: Describe familiar people, places, things, and events.</p> <p>PK.ETS.1.01a: Uses senses to gather, explore, and interpret information.</p> <p>PK.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>PK.CC.B.5, b: Understand that a number represents a corresponding quantity. Given a number from 1-10, count out that many objects.</p> <p>PK.SL.PKI.4: Describe familiar people, places, things, and events.</p> <p>PK.LS1.01c: Recognize and describe the function of the five senses of humans.</p> <p>PK.ETS.1.01a: Uses senses to gather, explore, and interpret information.</p> <p>FS – Sounds First Activities Volume 1 – Unit 2, Week 1, begins on p. 17</p>	<p>PK.W.TTP.2: Use a combination of drawing, dictating, and emergent writing to explain information. PK.W.PDW.5: With guidance and support, respond to questions and suggestions from others and add details to strengthen drawing, dictating, and/or emergent writing.</p> <p>PK.FL.PC.1b: Recognize that spoken words can be written and read.</p> <p>PK.CC.B.5: Understand that a number represents a corresponding quantity.</p> <p>PK.CC.B.5b: Given a number from 1-10, count out that many objects.</p> <p>PK.SL.PKI.4: Describe familiar people, places, things, and events.</p> <p>PK.ETS1.01b: Record and organize data using graphs, charts, or science journals.</p>	<p>PK.CC.B.4,a: Understand the relationship between numbers and quantities; connect counting to cardinality. When counting use one-to-one correspondence.</p> <p>PK.CC.B.5: Understand that a number represents a corresponding quantity.</p> <p>PK.FL.PC.1d: Recognize familiar uppercase letters and some of the most common lowercase letters.</p> <p>PK.FL.PA.2, b: Demonstrate increasing understanding of spoken words, syllables, and sounds through oral language. Begin to pronounce and identify syllables in familiar words and words in a sentence.</p>

<p>Sept. 30- Oct. 4</p> <p>Fall Break Oct. 7-11</p> <p>Unit 1, Week 6</p>	<p>Connecting with School and Friends</p> <p>PK.RL.RRTC.10: Listen and respond to stories and poems of appropriate complexity.</p> <p>PK.FL.PC.1a: Handle books appropriately.</p> <p>PK.FL.PC.1e: Distinguish between words and pictures.</p> <p>PK.FL.PWR.3b: Recognize high-frequency words by sight, including own name and other familiar words in the environment.</p> <p>PK.SL.PKI.4: Describe familiar people, places, things, and events.</p> <p>PK.ETS1.01a: Use senses to gather, explore, and interpret information.</p> <p>PK.LS1.01c: Recognize and describe the function of the five senses of humans.</p> <p>PK.CC.A.1: Count forward from 1 to 30.</p> <p>PK.CC.B4a: When counting objects, say the number names in standard order, using one-to-one correspondence.</p> <p>PK.CC.B5a, c: Subitize up to 5, and count to answer how many.</p>	<p>PK.ETS2.01b: Explore familiar environments through the use of simple tools.</p> <p>PK.CC.B.5a: Subitize quantities up to 5.</p> <p>PK.CC.B.4,5: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Understand that a number represents a corresponding quantity.</p> <p>PK.CC.B4a: When counting objects, say the number names in standard order, using one-to-one correspondence.</p> <p>PK.CC.B5a, c: Subitize up to 5, and count to answer how many.</p> <p>PK.SL.PKI.4: Describe familiar people, places, things, and events.</p> <p>PK.ETS1.01b: With modeling and support record and organize data using graphs, charts, or science journals.</p> <p>FS – Sounds First Activities Volume 1 Unit 2, Week 2, p. 37</p>	<p>PK.W.RBPK.10: Engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.</p> <p>PK.W.TTP.2: With modeling, prompting, and support, use a combination of drawing dictating, and/or emergent writing to explain information about a familiar text.</p> <p>PK.FL.PC1b: Recognize that spoken words can be written and read.</p> <p>PK.CC.B5, b: Understand that a number represents a corresponding quantity, and given a number 1-10, count out that many objects.</p> <p>PK.SL.PKI.4: Describe familiar people, places, things, and events.</p> <p>PK.ETS1.01b: With modeling and support record and organize data using graphs, charts, or science journals.</p> <p>PK.ETS2.01b: Explore familiar environments through the use of simple tools.</p> <p>PK.RL.RRTC.10: Listen and respond to stories and poems of appropriate complexity.</p>	<p>PK.CC.B4a: When counting objects, say the number names in standard order, using one-to-one correspondence.</p> <p>PK.FL.PA.2e: Identify whether or not two words begin or end with the same sound.</p> <p>PK.FL.PC1b-e: Recognize that spoken words can be written and read. Understand that words are made up of alphabet letters and recognize familiar uppercase letters and some of the most common lowercase letters and distinguish between words and pictures.</p> <p>PK.CCB.5: Understand that a number represents a corresponding quantity.</p> <p>PK.CC.A.1,4: Count forward from 1 to 30. Begin to name numerals 0-10.</p> <p>*Personal Safety Instruction should begin by this week, it may be started earlier, but must be introduced by this week.</p>
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*Denotes Short Week

***Parent Conferences** will be decided by the building principal between Sept.9 –20 from 3:30-7:30.

* **Bus Safety-** Contact Jerry Shannon or Josh Hinerman at the Transportation Office to set up bus safety for your children.

2nd Nine Weeks
Oct. 14-Dec. 20

- **Q2 Progress Reports:** Nov. 15
- **Q2 Report Cards:** Jan. 10
- **PD 3 hours/ Admin 3 hours:** Nov. 4

Week	Welcome and Read Aloud	Connect(s)	Small Groups	Fast Focus
<p style="text-align: center;">Oct. 14-18</p> <p>Q1 Report Cards Oct. 18</p> <p style="color: red;">Unit 2, Week 1</p>	<p style="text-align: center;">Our Environment</p> <p>PK.ESS3.01a, c: Observe, describe, and compare the habitats of plants and animals. Explore ways that humans use water and materials/resources from the earth.</p> <p>PK.F.5: Interact with text to support comprehension.</p>	<p>PK.G.A.3: Begin to explore shapes as 2-D or 3-D.</p> <p>PK.G.A.4: Begin to describe objects in the environment using names of shapes.</p> <p>PK.G.B.4: Describe similarities and differences between 2-D shapes.</p> <p>FS – Sounds First Activities Volume 1 Unit 2, Week 3, p. 57</p>	<p>PK.G.B.4: Describe similarities and differences between 2-D shapes.</p> <p>PK.ETS.2.01a-b: Recognize that tools have specific characteristics that determine their use, explore familiar environments through the use of simple tools.</p> <p>PK.09: Identify what a map represents.</p>	<p>PK.FL.PWR.3a: Demonstrate knowledge of 1:1 letter-sound correspondence by producing the most frequent sound for familiar consonants.</p> <p>PK.FL.WC.4a-b: Begin to recognize the difference between upper and lower-case letters, begin to print letter forms.</p>
<p style="text-align: center;">Oct. 21-25</p> <p style="color: red;">Unit 2, Week 2</p>	<p style="text-align: center;">Our Environment</p> <p>PK.LS1.01a: Identify common attributes of familiar living things.</p> <p>PK.G.A.4: Begin to describe objects in the environment using the names of shapes.</p> <p>PK.FL.PA.2a: Recognize and discriminate between rhyming words in spoken language.</p>	<p>PK.G.A.3: Begin to explore shapes as 2-D or 3-D.</p> <p>PK.G.A.4: Begin to describe objects in the environment using names of shapes.</p> <p>PK.G.B.4: Describe similarities and differences between 2-D shapes.</p> <p>PK.ESS2.01a: Investigate and identify earth materials by their properties.</p> <p>PK.ESS3.01a: Observe, describe and compare habitats of plants and animals.</p> <p>FS – Sounds First Activities Volume 1 Unit 2, Week 4, p. 77</p>	<p>PK.SC.6e: Understand and use question words when speaking and in shared language activities.</p> <p>PK.G.B.5: Model shapes in the world by building and drawing shapes.</p> <p>PK.LS1.01b: Recognize the difference between living and non-living things.</p>	<p>PK.FL.1d: Recognize familiar upper- and lower-case letters.</p> <p>PK.FL.PA.2b: Begin to pronounce and identify syllables in words and words in a sentence.</p> <p>PK.FL.WC.4: Begin to print the distinctive features of letter forms.</p>
<p style="text-align: center;">Oct. 28- Nov. 1</p> <p style="color: red;">Unit 2, Week 3</p>	<p style="text-align: center;">Our Environment</p> <p>PK.ESS.3.01c: Explore ways that humans use water and materials/resources from the earth.</p> <p>PK.RL.IK1.9: Orally compare and contrast the experiences of characters of a story to personal experience.</p>	<p>PK.CC.B.4: Understand the relationship between #'s and quantities; connect counting to cardinality.</p> <p>PK.CC.A.3: Begin to print the distinctive features of numerals.</p> <p>PK.CC.A.4: Begin to name numerals 0-10.</p> <p>PK.CC.B.5a: Subitize quantities up to 5.</p> <p>FS – Sounds First Activities Volume 1 Unit 2, Week 5, p. 92</p>	<p>PK.ESS3.01C: Explore ways that humans use water and materials/resources from the earth.</p> <p>PK.CC.B.4a: When counting objects, say the number names in the standard order, using 1:1 correspondence.</p> <p>PK.CC.C.6: Use comparative language, such as more, less than, or equal to, to compare and describe collections of objects.</p>	<p>PK.CC.A.4: Begin to name numerals 0-10.</p> <p>PK.CC.B.5a: Subitize quantities up to 5.</p>

<p>*Nov. 4-8</p> <p>PD/Admin Day- Nov. 4</p> <p>Election Day- Nov. 5</p> <p>Unit 2, Week 4</p>	<p>Our Environment</p> <p>PK.FL.PA.2a: Recognize and discriminate between rhyming words in spoken language.</p> <p>PK.RL.KID.2: With prompting and support, orally retell familiar stories including details.</p> <p>PK.RI.CS.6: Answer questions about who is presenting ideas or information in a text.</p> <p>PK.ESS3.01a: Observe, describe, compare the habitats of plants and animals.</p>	<p>PK.CC.A.3: Begin to print the distinctive features of numerals.</p> <p>PK.CC.A.4: Begin to name numerals 0-10.</p> <p>PK.CC.B.5a: Subitize quantities up to 5.</p> <p>FS – Sounds First Activities Volume 1 Unit 3, Week 6, p. 107</p>	<p>PK.W.RBPK.10: Engage in drawing, writing, dictating, and emergent writing for a range of tasks, purposes, and audiences.</p> <p>PK.W.RBPK.7: With modeling and support, participate in shared research and writing projects.</p> <p>PK.CC.B.4a: When counting objects, say the number names in the standard order, using 1:1 correspondence.</p> <p>PK.CC.B.5a: Subitize quantities up to 5.</p> <p>PK.ETS1.01C: Make predictions based on observations and prior explorations.</p>	<p>PK.FL.WC.4:a Begin to recognize the difference between upper and lower-case letters.</p> <p>PK.FL.PA.2a: Recognize and discriminate rhyming words.</p> <p>PK.FL.PA.2c: Begin to blend and segment rhymes of single syllable spoken words.</p>
<p>Nov. 11-15</p> <p>Prog Reports- Nov. 15</p> <p>Unit 2, Week 5</p>	<p>Our Environment</p> <p>PK.FL.PWR.3a: Begin to demonstrate knowledge of 1:1 letter-sound correspondence by producing the most frequent sound for familiar consonants.</p> <p>PK.ESS3.01a: Observe, describe, and compare the habitats of plants and animals.</p> <p>PK.RL.IKI.:9 Orally compare and contrast the experiences of characters of a story to personal experience.</p>	<p>PK.LS1.01a: Identify common attributes of familiar living things.</p> <p>PK.ESS3.01a: Observe, describe, and compare the habitats of plants and animals.</p> <p>PK.ETS1.01a, c: Use senses to gather, explore, and interpret info., make predictions based on observations and prior explorations.</p> <p>PK.OA.A.1: Begin to represent addition and subtraction with objects.</p> <p>FS – Sounds First Activities Volume 1 Unit 3, Week 7, p. 122</p>	<p>PK.FL.VA.7b.3: Make real-life connections between words and their use.</p> <p>PK.W.PDW.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>PK.OA.A.1: Begin to represent addition and subtraction with objects.</p> <p>PK.G.B.6: Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.</p>	<p>PK.CC.B.4c: Recognize that one more object added to the group changes the quantity as a whole.</p> <p>PK.FL.WC.4a-b: Recognize upper and lower-case letters, begin to print letter forms.</p> <p>PK.FL.PWR.3: Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>PK.FL.PWR.3a: Begin to demonstrate knowledge of 1:1 letter-sound correspondence by producing the most frequent sound for familiar consonants.</p>
<p>Nov. 18-22</p> <p>Unit 2, Week 6</p>	<p>Our Environment</p> <p>PK.FL.PA2d: Begin to isolate and pronounce the initial sound in two and three phoneme words (VC or CVC words).</p> <p>PK.CC.B.5: Understand that a number represents a corresponding quantity.</p>	<p>PK.CC.A.1: Count forward from 1-30.</p> <p>PK.CC.A.4: Begin to name numerals 0-10.</p> <p>PK.W.RB.PK.8: Recall info from experiences or gather info from provided sources to answer a question.</p> <p>FS – Sounds First Activities Volume 1 Unit 3, Week 8, p. 137</p>	<p>PK.G.B.5: Model shapes in the world by building and drawing shapes.</p> <p>PK.MD.C.4: Sort a collection of objects into categories using more than 1 attribute.</p> <p>PK.MD.A.2: Compare the attributes of two or more concrete objects and use words to define attributes of the objects. (heavier/lighter, longer/shorter).</p> <p>PK.W.RBPK.8: Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>PK.FL.PA.2a: Recognize and discriminate between rhyming words in spoken language.</p> <p>PK.FL.PA2d: Begin to isolate and pronounce the initial sound in two and three phoneme words (VC or CVC words).</p>

<p>*Nov. 25-29</p> <p>Thanksgiving Holiday- Nov. 27 – 29</p>	<p>PK.RI.KID.1: With modeling, prompting, and support ask and answer questions about informational text read aloud.</p> <p>PK.RI.RRCT.10: Listen and respond to informational texts of appropriate complexity.</p>	<p>PK.W.TTP.1: With modeling, prompting, and support use a combination of drawing, dictating and/or emergent writing to express a preference, opinion or idea about a specific topic or text.</p>	<p>PK.CC.B4a, b: When counting objects use one-to-one correspondence, and understand that the last number name said tells the number of objects counted.</p>	<p>PK.02: Begin to recognize similarities and differences between family customs and cultures.</p>
<p>Dec. 2-6</p> <p>Unit 3, Week 1</p>	<p>How Structures Are Built</p> <p>PK.FL.WC.4b: Begin to print the distinctive features of letter forms.</p> <p>PK.PS.01a: Describe and categorize objects based on their observable properties, observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object.</p>	<p>PK.G.B.4-6: Describe similarities between 2-D shapes, model shapes in the world by building and drawing shapes, begin to recognize smaller shapes within a larger shape and that some shapes can be put together to make a new shape.</p> <p>FS – Sounds First Activities Volume 1 Unit 3, Week 9, p. 152</p>	<p>PK.FL.WC.4b: Begin to print the distinctive features of letter forms.</p> <p>PK.G.B.4: Describe similarities b/t 2-D shapes.</p> <p>PK.G.B.5: Model shapes in the world by building and drawing shapes.</p>	<p>PK.FL.PA.2e: Identify whether two words begin or end with the same sound.</p> <p>PK.G.A.2-4: Name 2-D shapes, explore shapes as 2-D or 3-D.</p>
<p>Dec. 9-13</p> <p>Special Texts and Activities</p>	<p>PK.RL.KID.1-3: With modeling, prompting, and support ask and answer questions, retell familiar stories, and identify characters, settings, and events from a familiar story.</p> <p>PK.RL.IKI.9: Orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.</p>	<p>PK.W.TTP.1: With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.</p> <p>PK.W.RBPK.8: Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>PK.CC.B4a-c: Use one-to-one correspondence, understand that the last number name said tells the number of objects counted, and recognize that one more object added to a group of objects changes the quantity as a whole.</p>	<p>PK.02-03: Begin to recognize similarities and differences between family customs and cultures and distinguish between wants and needs.</p> <p>PK.07: Give examples of how people exchange goods and use money to acquire wants and needs.</p>
<p>*Dec. 16-20</p> <p>Half day- Dec. 20</p> <p>Winter Break Dec. 23-Jan. 3</p> <p>Special Texts and Activities</p>	<p>PK.RL.KID.1-3: With modeling, prompting, and support ask and answer questions, retell familiar stories, and identify characters, settings, and events from a familiar story.</p> <p>PK.RL.IKI.9: Orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.</p>	<p>PK.W.TTP.1: With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.</p> <p>PK.W.RBPK.8: Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>PK.CC.B4a-c: Use one-to-one correspondence, understand that the last number name said tells the number of objects counted, and recognize that one more object added to a group of objects changes the quantity as a whole.</p>	<p>PK.02-03: Begin to recognize similarities and differences between family customs and cultures and distinguish between wants and needs.</p> <p>PK.07: Give examples of how people exchange goods and use money to acquire wants and needs.</p>

*Denotes Short Week

3rd Nine Weeks Jan. 6 - March 14

- **Q3 Progress Reports:** Feb. 7
- **Q3 Report Cards:** Mar. 28
- **Parent Conferences:** Feb. 10-Feb. 21
- **PD 3 hours/ Admin 3 hours:** Jan. 6
- **PD 3 hours/ Admin 3 hours:** Mar. 3

Week	Welcome and Read Aloud	Connect(s)	Small Group	Fast Focus
<p>*Jan. 6-10</p> <p>PD/Admin Day- Jan. 6</p> <p>Q2 Report Cards- Jan. 10</p> <p>Unit 3, Week 2</p>	<p>How Structures Are Built</p> <p>PK.G.A.3: Begin to explore shapes as 2-D or 3-D. PK.PS1.01a: Describe and categorize objects based on their observable properties, observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object. PK.RL.KID.1: Ask and answer questions about a story read aloud(sequence)</p>	<p>PK.ETS.01a, b: Use senses to gather, explore, and interpret information, record, and organize data using graphs, charts, science journals, etc. to communicate conclusions regarding experiments and explorations. PK.G.A.:1 Begin to use position words in appropriate context such as above, below, beside, and between PK.MD.A2: Compare attributes of two or more concrete object and use words to define attributes of the objects.</p> <p>FS – Sounds First Activities Volume 1 Unit 3, Week 10, p. 167</p>	<p>PK.RL.KID.1: Ask and answer questions about a story read aloud(sequence) PK.MD.C.4: Sort a collection of objects into given categories using more than 1 attribute PK.PS1.01a, d: Observe, describe, predict and categorize objects based on their observable properties and how they can be combined, stacked, or arranged to create a new object. PK.ETS.1.01c: Make predictions based on observations and prior explorations.</p>	<p>PK.RL.KID.1: Ask and answer questions about a story read aloud(sequence). PK.FL.PA.2a: Recognize and discriminate b/t rhyming words in spoken language. PK.MD.A2: Compare attributes of two or more concrete object and use words to define attributes of the objects.</p>
<p>Jan. 13-17</p> <p>Unit 3, Week 3</p>	<p>How Structures Are Built</p> <p>PK.RI.KID.1: Ask and answer questions about info text read aloud. PK.RI.KID.3: Orally id the connection between info in a text to personal experience or other text. PK.RI.RRTC.10: Listen and respond to stories of appropriate complexity to pre-k. PK.RI.IKI.7: Orally describe the relationship between illustrations and the text in which they appear.</p>	<p>PK.CC.B4c: Recognize that one more object added to a group of objects changes the quantity as a whole. PK.CC.B.5: Understand that a # represents a corresponding quantity. PK.PS1.01c: Observe, predict, and describe how objects move using common motion-related vocabulary. PK.ETS.2.01a: Recognize that tools have specific characteristics that determine their use.</p> <p>FS – Sounds First Activities Volume 2 Unit 4, Week 11, p. 1</p>	<p>PK.W.TTP.1: Use a combo or drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text. PK.W.TTP.3: Use a combination of drawing, dictating, or emergent writing to narrate a single event. PK.CC.B4c: Recognize that one more object added to a group of objects changes the quantity as a whole.</p>	<p>PK.OA.A.2: Begin to solve addition and subtraction word problems, and add and subtract within 5 by using objects or drawings. PK.OA.A.3: Compose and decompose #'s to 5, in more than one way, by using objects or drawings PK.FL.PA.2e: Identify whether or not two words begin or end with the same sound. PK.CC.B4c: Recognize that one more object added to a group of objects changes the quantity as a whole.</p>

<p>*Jan. 20-24</p> <p>Unit 3, Week 4</p> <p>MLK Jr. Day- Jan. 20</p>	<p>How Structures Are Built</p> <p>PK.CC.B.4c: Recognize that one more object added to a group of objects changes the quantity as a whole.</p> <p>PK.RL.KID.1: Ask and answer questions about a story read aloud(sequence).</p> <p>PK.RI.RRTC.10: Listen and respond to informational texts of appropriate complexity for Pre-K.</p> <p>PK.LS1.01a: Identify common attributes of familiar living things.</p> <p>PK.G.A.2-4: Name 2-D shapes, explore shapes as 2-D or 3-D.</p>	<p>PK.MD.A.1: Describe measurable attributes of a single object such as length, width, height.</p> <p>PK.08: Use directions such as up, down, in front, and behind.</p> <p>PK.CC.B.5a: Subitize quantities up to 5.</p> <p>PK.CC.B4c: Recognize that one more object added to a group of objects changes the quantity as a whole.</p> <p>FS – Sounds First Activities Volume 2 Unit 4, Week 12, p. 11</p>	<p>PK.SL.CC.2: Confirm understanding of a text read aloud or info presented orally or through other media by asking and answering questions about key details, or by representing key details through work in centers.</p> <p>PK.CC.B.5: Understand that a number represents a corresponding quantity.</p> <p>PK.OA.A.2: Begin to solve addition and subtraction word problems and add and subtract within 5 (by using objects or drawings).</p> <p>PK.PS1.01a: Describe and categorize objects based on their observable properties.</p>	<p>PK.CC.B.5: Understand that a # represents a corresponding quantity</p> <p>PK.FL.PA.2a: Recognize and discriminate between rhyming words in spoken language.</p> <p>PK.CC.B.4-5: Understand that the last number said tells the number of objects counted, understand that a number represents a corresponding quantity.</p>
<p>Jan. 27- Jan. 31</p> <p>Unit 3, Week 5</p>	<p>How Structures Are Built</p> <p>PK.LS1.01: Identify common attributes of familiar living things.</p> <p>PK.RL.KID.3: Orally identify characters, settings, and events from a familiar story.</p>	<p>PK.CC.C.6: Use comparative language such as more/less than/or equal to, to compare and describe collections of objects.</p> <p>PK.ETS2.01: Recognize that tools have specific characteristics that determine their use.</p> <p>FS – Sounds First Activities Volume 2 Unit 4, Week 13, p. 21</p>	<p>PK.SL.CC.1, 1a: Participate with peers and adults in collaborative conversations across activities throughout the day and demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.</p> <p>PK.SL.CC.2: Confirm understanding of a text read aloud or info presented orally or through other media by asking and answering questions about key details or by retelling, acting out, or representing key details through work in centers or small groups.</p>	<p>PK.CC.A.1: Count forward from 1-30.</p> <p>PK.FL.PA2d: Begin to isolate and pronounce the initial sound in two and three phoneme words (VC or CVC words).</p> <p>PK.CC.B.4: Understand the relationship between number's and quantities; connect counting to cardinality.</p> <p>PK.CC.B.5a: Subitize quantities up to 5.</p>

<p>Feb. 3-7</p> <p>Prog. Reports- Feb. 7</p> <p>Unit 3, Week 6</p>	<p>How Structures Are Built</p> <p>PK.RI.CS.6: Answer questions about who is presenting ideas or information in a text. PK.RI.IKI.7: Orally describe the relationship between illustrations and the text in which they appear. PK.FL.VA.7c: Use words and phrases acquired through conversations, being read to, and responding to text. PK.CC.B.4: Understand the relationship b/t numbers and quantities; connect counting to cardinality. PK.ETS2.01: Recognize that tools have specific characteristics that determine their use. PK.F.5, 5a: Interact with text to support comprehension and use illustrations to retell story events in a picture book.</p>	<p>PK.RI.RRTC.10: Listen and respond to info text of appropriate complexity for pre-k. PK.PS1.01c: Observe, predict, and describe how objects move using common motion related vocabulary. PK.CC.B.4, 4a: Understand the relationship b/t numbers and quantities; connect counting to cardinality, when counting objects, say the number names in the standard order, using 1:1 correspondence. PK.MD.A.1: Describe measurable attributes of a single object, such as length, width, height.</p> <p>FS – Sounds First Activities Volume 2 Unit 4, Week 14, p. 36</p>	<p>PK.SL.PKI.5: Create representations of experiences or stories through writing, drawing, and open-ended materials in centers and small groups and discuss them with others. PK.PS1.01c: Observe predict, and describe how objects move using common motion-related vocabulary. PK.MD.A.1: Describe measurable attributes of a single object, such as length, width, height. PK.CC.B.4, 4a: Understand the relationship b/t #s and quantities; connect counting to cardinality, when counting objects, say the number names in the standard order, using 1:1 correspondence.</p>	<p>PK.FL.WC.4: Know and apply grade level phonics and word analysis skills when decoding words. PK.FI.WC4b: Print distinctive features of letter forms. PK.CC.A.1;Count forwards from 1-30. PK.CC.B.4c: Recognize that one more object added to group of objects changes the quantity as a whole.</p>
<p>Feb. 10-14</p> <p>Unit 4, Week 1</p>	<p>Exploring Museums</p> <p>PK.GA.2: Correctly name some two-dimensional shapes. PK.MD.C.4: Sort a collection of objects into given categories using more than one attribute. PK.CC.A.1: Count forward from 1 to 30. PK.RL.RRTC.10: Listen and respond to stories and poems of appropriate complexity. PK.SL.PKI.6: Express thoughts, feelings, and ideas through speaking. PK.06: Identify different types of jobs, including work done in the home, school and community. PK.ESS2.01a: Investigate and identify a variety of Earth materials by their observable properties.</p>	<p>PK.GA.2: Correctly name some two-dimensional shapes. PK.MD.C.4: Sort a collection of objects into given categories using more than one attribute. PK.06: Identify different types of jobs, including work done in the home, school, and community.</p> <p>FS – Sounds First Activities Volume 2 Unit 4, Week 15, p. 51</p>	<p>PK.MD.C.4: Sort a collection of objects into given categories using more than one attribute. PK.ESS2.01a: Investigate and identify a variety of Earth materials by their observable properties. PK.W.RB.PK.10: With modeling, guidance, and support, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences. PK.W.TTP.1: Use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a topic or text. PK.GA.2: Correctly name some two-dimensional shapes. PK.06: Identify different types of jobs, including work done in the home, school, and community.</p>	<p>PK.GA.3: Begin to explore shapes as two-dimensional or three-dimensional. PK.FL.PC.1b-d: Recognize that spoken words can be written and read, words are made up of alphabet letters, and recognize familiar uppercase letters and some of the most common lowercase letters. PK.FL.PA.2, 2e: Demonstrate understanding of spoken words, syllables, and sounds through oral language, and identify whether two words begin or end with the same sound. PK.CC.A.1: Count forward from 1 to 30. PK.G.A.2: Correctly name some two-dimensional shapes.</p>

<p>*Feb. 17-21</p> <p>President's Day- Feb. 17</p> <p>Unit 4, Week 2</p>	<p>Exploring Museums</p> <p>PK.RL.RR.TC.10: Listen and respond to informational texts of appropriate complexity.</p> <p>PK.RI.IKI.9: Orally identify basic similarities and differences between two texts on the same topic.</p> <p>PK.FL.PC.1: Demonstrate understanding of the organization and basic features of print.</p> <p>PK.ESS3.01b,c: Observe and discuss how humans and animals respond to changes in weather, and ways that humans use water and materials/resources from the Earth.</p> <p>PK.ETS2.01b: Explore familiar environments through the use of simple tools.</p>	<p>PK.G.B.4: Describe similarities and differences between two-dimensional shapes.</p> <p>PK.ETS2.01b: Explore familiar environments through the use of simple tools.</p> <p>PK.G.A.4: Begin to describe objects in the environment using names of shapes.</p> <p>PK.ETS1.01b: With modeling, prompting, and support, record and organize data using graphs, charts, or science journals.</p> <p>PK.OA.A.1: With guidance and support, begin to represent addition and subtraction with objects.</p> <p>PK.CC.B.4c: Recognize that one more object added to a group of objects changes the quantity as a whole.</p> <p>PK.06: Identify different types of jobs, including work done in the home, school, and community.</p> <p>FS – Sounds First Activities Volume 2 Unit 5, Week 16, p. 66</p>	<p>PK.RL.CS.5: Recognize common types of texts.</p> <p>PK.06: Identify different types of jobs, including work done in the home, school, and community.</p> <p>PK.ESS3.01b: Observe and discuss how humans and animals respond to changes in weather.</p> <p>PK.G.A.4: Begin to describe objects in the environment using names of shapes.</p> <p>PK.G.B.4: Describes similarities and differences between two-dimensional shapes.</p> <p>PK.ETS2.01b: Explore familiar environments through the use of simple tools.</p> <p>PK.ETS1.01b: With modeling, prompting, and support, record and organize data using graphs, charts, or science journals.</p>	<p>PK.CC.A.1: Count forward from 1 to 30.</p> <p>PK.FL.PA.2,a,c: Demonstrate increasing understanding of spoken words, syllables, and sounds, recognize and discriminate between rhyming words in spoken language, and begin to blend and segment onsets of rhymes of single syllable spoken words.</p> <p>PK.FL.PC.1d: Recognize familiar uppercase letters and some of the most common lowercase letters.</p> <p>PK.G.B.4: Describes similarities and differences between two-dimensional shapes.</p> <p>PK.G.A.4: Begin to describe objects in the environment using names of shapes.</p>
<p>Feb. 24-Feb. 28</p> <p>Unit 4, Week 3</p>	<p>Exploring Museums</p> <p>PK.ESS3.01b: Observe and discuss how humans and animals respond to changes in weather.</p> <p>PK.ETS2.01a,b: Recognize that tools have specific characteristics that determine their use and explore familiar environments through the use of simple tools.</p> <p>PK.MD.A.1: Describe measurable attributes of a single object, such as length, width, height.</p> <p>PK.CC.A.1: Count forward from 1 to 30.</p>	<p>PK.ESS3.01b: Observe and discuss how humans and animals respond to changes in weather.</p> <p>PK.ETS2.01b: Explore familiar environments through the use of simple tools.</p> <p>PK.ETS2.01a: Recognize that tools have specific characteristics that determine their use.</p> <p>PK.06: Identify different types of jobs, including work done in the home, school, and community</p> <p>PK.10, 12, 13: Understand how roads help people get around, and how they are used to organize locations within a city. Recognize shapes found on flags and identify the American flag. Begin to recognize the name and role of the current President of the United States.</p> <p>FS – Sounds First Activities Volume 2 Unit 5, Week 17, p. 81</p>	<p>PK.RL.CS.5: Recognize common types of texts.</p> <p>PK.W.TTP.1, 2: With modeling prompting, and support, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences; use a combination of drawing, dictating, and/or emergent writing to express an opinion, or idea about a specific topic or text.</p> <p>PK.ESS3.01b: Observe and discuss how humans and animals respond to changes in weather.</p> <p>PK.ETS2.01a,b: Recognize that tools have specific characteristics that determine their use and explore familiar environments through the use of simple tools.</p>	<p>PK.FL.PC.1b-d: Recognize that spoken words can be written and read, understand that words are made up of letters, and recognize familiar uppercase letters and some of the most common lowercase letters.</p> <p>PK.FL.PA.2, e: Demonstrate increasing understanding of spoken words, syllables, and sounds, and identify whether two words begin or end with the same sound.</p> <p>PK.CC.B.5a: Subitize quantities up to 5.</p>

<p>*March 3-7</p> <p>PD/Admin Day- March 3</p> <p>Unit 4, Week 4</p>	<p>Exploring Museums</p> <p>PK.FI.VA.7a, b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. With guidance and support, explore word relationships and nuances in word meanings.</p> <p>PK.ETS1.01b: With modeling, prompting, and support, record and organize data using graphs, charts, science journals to communicate conclusions regarding experiments and explorations.</p> <p>PK.PS1.01b: Demonstrate an awareness that matter exists in different states and that matter changes as a result of changes in its environment.</p>	<p>PK.ESS2.01a-b: Investigate and identify a variety of Earth materials by their observable properties. B: Observe and discuss changes in weather and seasons.</p> <p>PK.ETS1.01a: Use senses to gather, explore, and interpret information.</p> <p>FS – Sounds First Activities Volume 2 Unit 5, Week 18, p. 96</p>	<p>PK.RI.IKI.9: With prompting and support, orally identify basic similarities and differences between two texts on the same topic.</p> <p>PK.ESS2.01a: Investigate and identify a variety of Earth materials by their observable properties.</p> <p>PK.ETS1.01a: Use senses to gather, explore, and interpret information.</p>	<p>PK.RL.KID.3c: Demonstrate increasing understanding of spoken words, syllables, and sounds through oral language.</p> <p>PK.FL.PA.2a: Recognize and discriminate between rhyming words in spoken language.</p> <p>PK.FL.PA.2b: Begin to pronounce and identify syllables in familiar words and words in a sentence.</p> <p>PK.FL.PA.2c: Begin to blend and segment onsets and rhymes of single syllable spoken words.</p> <p>PK.RL.KID.3d: Begin to isolate and pronounce the initial, final, and/or medial vowel sounds.</p> <p>PK.RL.KID.3e: Identify whether 2 words begin or end with the same sound.</p>
<p>March 10-14</p> <p>Spring Break- March 17-21</p> <p>Unit 4, Week 5</p>	<p>Exploring Museums</p> <p>PK.RI.IKI.9: With prompting and support, orally identify basic similarities and differences between two texts on the same topic.</p> <p>PK.W.RBPK.8: With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>PK.RL.CS5: Recognize common types of text.</p>	<p>PK.14: Identify roles of authority figures at home, in school, and in the community.</p> <p>PK.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>PK.G.A.2: Begin to explore shapes as two-dimensional or three dimensional.</p> <p>PK.ESS2.01a: Investigate and identify a variety of Earth materials by their observable properties.</p> <p>FS – Sounds First Activities Volume 2 Unit 5, Week 19, p. 111</p>	<p>PK.W.TTP.2: With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.</p> <p>PK.CC.B.5a: Subitize quantities up to 5.</p>	<p>PK.CC.B.5: Understand that a number represents a corresponding quantity.</p> <p>PK.CC.B.4: Understand the relationship between numbers and quantities; connect counting to cardinality.</p>

*Denotes Short Week

***Parent Conferences** will be decided by the building principal between February 10 – February 21 from 3:30-7:30.

4th Nine Weeks March 24- May 26

- **Portfolio Completion-** April 11
- **Q4 Progress Reports:** April 25
- **Q4 Report Cards:** May 23

Week	Welcome and Read Aloud	Connect(s)	Small Groups	Fast Focus
<p>March 24-28</p> <p>Q3 Report Cards- March 28</p> <p>Unit 4, Week 6</p>	<p style="text-align: center;">Exploring Museums</p> <p>PK.6: Identify different types of jobs, including work done in the home. PK.11: Give examples of people who are authority figures. PK.FL.VA7b(1): Sort common objects into categories to gain a sense of the concepts the categories represent.</p>	<p>PK.CC.B.4: Understand the relationship between numbers and quantities; connect counting. PK.CC.B.5: Understand that a number represents a corresponding quantity. PK.14: Identify roles of authority figures at home, in school, and in the community. PK.ETS1.01a: Uses senses to gather information.</p> <p>FS – Sounds First Activities Volume 2 Unit 5, Week 20, p. 126</p>	<p>PK.ETS1.01a: Use senses to gather, explore, and interpret information. PK.14: Identify roles of authority figures at home, in school, and in the community. PK.WTT.P.2: With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.</p>	<p>PK.CC.B.4: Understand the relationship between numbers and quantities. PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. PK.FL.WC.4: Know and apply grade level phonics and word analysis skills when encoding words.</p>
<p>March 31- April 4</p> <p>Unit 5, Week 1</p>	<p style="text-align: center;">Growing our Garden</p> <p>PK.ESS2.01a: Observe, describe, and compare the habitats of plants and animals. PK.ESS3.01a: Investigate and identify a variety of Earth materials by their observable properties. PK.ESS.2.01b: Observe and discuss changes in weather and seasons using common weather-related vocabulary. PK.ETS1.01c: Make predictions based on observations and prior explorations. PK.LS1.01b: Recognize differences between living organisms and non-living materials.</p>	<p>PK.MD.A1: Describe measurable attributes of a single object, such as length, width, height. PK.G.A.3 : Begin to explore shapes as two dimensional or three dimensional. PK.G.A.2: Correctly name some two-dimensional shapes. PK.ETS1.01a: Use senses to gather, explore, and interpret information.</p> <p>FS – Sounds First Activities Volume 2 Unit 6, Week 21, p. 141</p>	<p>PK.ETS1.01.c: Make predictions based on observations and prior explorations. PK.G.B.6 Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape. PK.ESS3.01c: Explore ways that humans use water and materials/resources from the Earth.</p>	<p>PK.FL.PC.1 Demonstrate understanding of the organization and basic features of print. PK.FL.PA.2c: Begin to blend and segment onsets and rhymes of single syllable spoken words. PK.OA.A.1: With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle.</p>

<p>April 7-11</p> <p>Portfolio Completion Deadline- April 11</p> <p>Unit 5, Week 2</p>	<p>Growing our Garden</p> <p>PK.LS1.01a: Identify common attributes of familiar living things. PK.ESS3.01c: Explore the way humans use resources (plants) from the earth. PK.RI.KID.3: With prompting and support orally identify the connection between information in a text to personal experience or other text.</p>	<p>PK.OA.A.4: Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5. PK.MD.A.1: Describe measurable attributes of a single object such as length, width, height. PK.ETS1.01b-c: With modeling, prompting, and support, record and organize data using graphs, charts, and science journals to communicate solutions. PK.CC.B.5a: Subitize quantities up to 5.</p> <p>FS – Sounds First Activities Volume 2 Unit 6, Week 22, p. 156</p>	<p>PK.W.RBPK10: Engage in drawing, dictating, and emergent writing for a range of tasks, purposes, and audiences. PKPK.CC.B.4: Recognize that one more object added to a group of objects changes the quantity as a whole. PK.ETS1.01c: Make predictions based on observations and prior explorations.</p>	<p>PK.OA.A.1: Begin to represent addition and subtraction with fingers. PKPK.CC.B.4: Recognize that one more object added to a group of objects changes the quantity as a whole. PK.FL.PWR.3: Know and apply grade level phonics and word analysis skills when decoding isolated words.</p>
<p>*April 14-18</p> <p>Good Friday- April 18</p> <p>Unit 5, Week 3</p>	<p>Growing our Garden</p> <p>PK.LS1.01a: Identify common attributes of familiar living things. PK.ESS3.01c: Explore the way humans use resources from the earth. PK.CC.B.4a: When counting objects say the number names in the standard order using 1:1 correspondence.</p>	<p>PK.CC.A1: Count forward from 1-30. PK.LS1.01b: Recognize differences between living organisms and non-living things. PK.LS1.01: Identify common attributes of living things.</p> <p>FS – Sounds First Activities Volume 2 Unit 6, Week 23, p. 171</p>	<p>PK.ETS1.01b: Record and organize data using science journals to communicate conclusions regarding experiments and explorations. PK.OA.A.1-2: Represent +,- with objects in word problems. PK.ESS3.01c: Explore ways that humans use water and resources from the Earth.</p>	<p>PK.OA.A.1: Begin to represent addition and subtraction with fingers. PK.FL.PA2e: Identify whether two words begin or end with the same sound.</p>
<p>April 21-25</p> <p>Progress Reports- April 25</p> <p>Pre-K Final Assessment Window</p> <p>Unit 5, Week 4</p>	<p>Growing our Garden</p> <p>PK.ETS2.01a: Recognize that tools have specific characteristics that determine their use. PK.RI.CS.5: Recognize various text features (labels). PK.RI.KID.3: with prompting and support, orally identify the connection between information in a text to personal experience or other text.</p>	<p>PK.OA.A.2: With guidance and support, begin to solve + and – problems with objects. PK.ETS1.01b: Record and organize data using science journals to communicate conclusions regarding experiments and explorations. PK.CC.B.4: Understand the relationship between numbers and quantities and connect counting to cardinality.</p> <p>FS – Sounds First Activities Volume 2 Unit 6, Week 24, p. 186</p>	<p>PK.ETS1.01a,b,c: Uses senses to gather, explore, and interpret information, record and organize data, make predictions based on observations and prior knowledge. PK.W.TTP.:2 with modeling, prompting, and support, use drawing, dictating, and emergent writing to explain info. about a familiar topic or info text. PK.OA.A.1-2: Represent +,- with objects in word problems.</p>	<p>PK.OA.A.1: With guidance and support, begin to represent addition and subtraction with objects and acting out situations. PK.FL.PWR.3a: Begin to demonstrate knowledge of 1:1 letter sound correspondence by producing the most frequent sound for consonants. PK.FL.PA.2:;Demonstrate increasing understanding of spoken words, syllables, and sounds through oral language.</p>

<p>April 28- May 2</p> <p>Pre-K Final Assessment Window</p> <p>Unit 5, Week 5</p>	<p>Growing our Garden</p> <p>PK.ESS3.01c: Explore the way humans use resources from the earth. PK.G.B.6: begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape. PK.G.A.3: Begin to explore shapes as 2-D or 3-D. PK.F.5: Interact with text to support comprehension.</p>	<p>PK.G.B.6: Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape. PK.G.A.3: Begin to explore shapes as 2-D or 3-D.</p>	<p>PK.W.TTP.2: Use a combination of drawing and writing to explain information about a familiar topic or informational text. PK.ETS1.01b-c: With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc. and make predictions based on observations and prior explorations. PK.G.B.6: begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape. PK.G.A.3: Begin to explore shapes as 2-D or 3-D.</p>	<p>PK.G.A.3: Begin to explore shapes as 2-D. PK.FL.WC.4a-b: Begin to recognize difference between upper and lower case letters, print the distinctive features of letter forms. PK.FL.PA2e: Identify whether or not two words begin or end with the same sound. PK.CC.A.1: Count forward from 1-30.</p>
<p>May 5-9</p> <p>Pre-K Final Assessment Window</p> <p>Unit 5, Week 6</p>	<p>Growing our Garden</p> <p>PK.LS1.0b: Recognize the difference between living and non-living things. PK.RI.KID.3: With prompting and support orally identify the connection between information in a text to personal experience. PK.ESS3.01c: Explore ways humans use water. PK.LS1.01a: Identify common attributes of familiar living things. PK.ESS3.01a,b: Observe, describe, and compare the habitats of plants, and how they respond to weather. PK.CC.A.2: Count forward beginning from a given number instead of 1. PK.PS1.01a: Describe and categorize objects based on observable properties. PK.FL.PC.1: Demonstrate understanding of basic features or print.</p>	<p>PK.RI.KID.3: With prompting and support orally identify the connection between information in a text to personal experience. PK.LS1.0b: Recognize the difference between living and non-living things. PK.G.A.3: Begin to explore shapes as two-dimensional or three-dimensional. PK.ETS1.01c: Make predictions based on observations.</p>	<p>PK.RI.RRTC.10: Listen and respond to informational texts of appropriate complexity for pre-k. PK.FL.PC.1b-e: Recognize that spoken words can be written and read, words are made up of letters, recognize familiar letters, distinguish between words and pictures. PK.W.TTP.2: With modeling, prompting, and support use a combination or drawing, dictating, and/or emergent writing to explain information. PK.G.B.5: Model shapes in the world by building and drawing shapes. PK.G.A.3: Begin to explore shapes as two-dimensional or three-dimensional.</p>	<p>PK.G.A.3: Begin to explore shapes as two-dimensional or three-dimensional. PK.G.B.5: Model shapes in the world by building and drawing shapes. PK.FL.PWR.3a: Demonstrate knowledge of one-to-one letter sound correspondence. PK.CC.B.5a,b: Subitize quantities up to 5, and given a number 1-10 count out that many objects. PK.OA.A.2: Begin to solve addition and subtraction word problems up to 5. PK.FL.PA.2c: Begin to blend and segment onsets and rhymes.</p>

<p>May 12-16</p> <p>Unit 6, week 1</p>	<p>How We've Grown</p> <p>PK.RI.KID.2: With prompting and support, orally identify a main topic and retell details of text. PK.06: Identify different types of jobs, including work done in the home, school, and community. PK.RL.IKI.9: With prompting and support, orally identify basic similarities and differences between two texts on the same topic.</p>	<p>PK.OA.A.3: Compose and decompose numbers to 5. PK.OA.A.1: With modeling and support, begin to represent addition and subtraction with objects. PK.ETS1.01b: With modeling and support, record and organize data using graphs and charts. PK.ETS2.01a: Recognize that tools have specific characteristics that determine their use.</p>	<p>PK.W.TTP.1: With modeling, prompting, and support use a combination or drawing, dictating, and/or emergent writing to express a preference or opinion. PK.G.B.5: Model shapes in the world by building and drawing shapes. PK.CC.C.6: Use comparative language such as more/less or equal.</p>	<p>PK.CC.A.1: Count forward to 30. PK.FL.PA.2a: Recognize and discriminate between rhyming words. PK.G.A.3: Begin to explore shapes as two-dimensional or three-dimensional. PK.CC.B.4: Understand the relationship between numbers and quantities. PK.FL.PA.2d: Isolate and pronounce the initial, final, and/or medial vowel sounds. PK.FL.PA.2e: Identify whether two words begin with the same sound.</p>
<p>*May 19-23</p> <p>Report Cards- ½ Day May 23</p> <p>Unit 6, week 2</p>	<p>How We've Grown</p> <p>PK.RI.KID.2: With prompting and support, orally identify a main topic and retell details of text. PK.RL.IKI.9: With prompting and support, orally identify basic similarities and differences between two texts on the same topic.</p>	<p>PK.CC.B.4: Understand the relationship between numbers and quantities. PK.ETS1.01b: With modeling and support, record and organize data using graphs and charts. PK.06: Identify different types of jobs, including work done in the home, school, and community. PK.OA.A.1: With modeling and support, begin to represent addition and subtraction with objects. PK.CC.B.4: Understand the relationship between numbers and quantities. PK.G.B.6: Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make new shapes.</p>	<p>PK.FL.PA.2: Demonstrate understanding of spoken words, syllables, and sounds through oral language. PK.W.TTP.2: With modeling, prompting, and support use a combination or drawing, dictating, and/or emergent writing to explain information. PK.CC.C.6: Use comparative language such as more/less or equal. PK.OA.A.3: Compose and decompose numbers to 5. PK.MD.A.1, 2: Describe measurable attributes of a single object such as length or width and compare the attributes of two or more concrete objects.</p>	<p>PK.CC.A.1: Count forward to 30. PK.FL.PA.2d: Isolate and pronounce the initial, final, and/or medial vowel sounds. PK.FL.PA.2e: Identify whether two words begin with the same sound. PK.FL.PA.2c: Begin to blend and segment onsets and rhymes of single-syllable spoken words. PK.G.A.3: Begin to explore shapes as two-dimensional or three-dimensional.</p>

*Denotes Short Week

Ongoing Standards taught through learning centers, field trips, recess, our personal safety curriculum, and special class activities such as: PE, Music, Art, Library, and Guidance:

Creative Arts (PK.CA):

Visual Arts:

PK.CA.1 - Experiment with a variety of media and art materials for tactile experience and exploration.

PK.CA.2 - Create artistic works with intent and purpose using varying tools, texture, color, and technique.

PK.CA.3 - Present and respond to visual art created by self and others.

Music:

PK.CA.4 - Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing.

PK.CA.5 - Create and perform using voice, traditional instruments, and/or non-traditional instruments.

Creative Movement and Dance:

PK.CA.6 - Respond to feelings through dance or creative movement.

PK.CA.7 - Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of 'props').

Theatre/Dramatic Play:

PK.CA.8 - Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences.

PK.CA.9 - Respond and react to theatre and drama presentations.

Cultural Differences:

PK.CA.10 - Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures.

Physical Development (PK. PD):

Sensorimotor:

PK.PD.1 - Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment.

PK.PD.2 - Demonstrate awareness of spatial boundaries and the ability to work and move within them.

Gross Motor:

PK.PD.3 - Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).

PK.PD.4 - Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).

Fine Motor:

PK.PD.5 - Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.).

PK.PD.6 - Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).

Personal Health and Safety:

PK.PD.7 - Demonstrate personal care and hygiene skills.

PK.PD.8 - Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).

PK.PD.9 - Demonstrate awareness and understanding of safety rules.