

Pre-k 4 -Curriculum Map

Date	Theme	Week	Letter Person	Sight Word	Wow words	Focus Question	Math focus
9/14/26	Hispanic Heritage Month	--	---		Hola, Amigo/amaiga,familia,libro	How can we celebrate our families languages and friends?	Rote counting to 10 +
9/21/26	Theme 2 All About Me	week 1	P	I	Unique, creative, athletic, appreciate, persistent	What makes us special?	Counts to determine quantity
9/28/26		week 2	H	like	Belong, calm, boisterous, comfort, support	How are families the same and different?	Uses one-to-one correspondence
10/5/26		week 3	M	to	Munch, observe, examine, aroma, texture	How do our senses help us?	Compares quantities
10/12/26		week 4	A	am	Safety, equipment, cautious, distract, admire	How can we keep ourselves safe?	Understands ordinal positions
10/19/26	Eric Carle Author Study	--	review	review		What can we learn about authors through different text?	Compares quantities
10/26/27	Theme 3 Community	week 1	B	have	Community, bustling, neighbor, interact, dash	What are the places in our community?	Compare using measurable attributes
11/2/26		week 2	K	what	Rescue, rely, serve, contribute, champion	Who are the people in our community?	Orders using measurable attributes
11/9/26		week 3	D	you	Volunteer, grateful, dazzling, prance, collaborate	How can we help our community?	Recognizes measurable attributes
11/16/26		week 4	F	my	Greet, global, fancy, fabulous, diversity	What is the world community?	Measures length, weight, and height
11/23/26	Thankfulness Week	---	review	review	Thankful, gratitude, celebrate	What does it mean to be thankful?	Sorting by different measurable attributes
11/30	Mo Williams Author study	---	review	review		What can we learn about authors through different text?	Measures length, weight, and height
12/7/26	Theme 4	week 1	O	the	Cozy, soothe, smidgen, fret, shiver	Why is it important to stay healthy?	Counts to determine quantity

12/15/26	Health & Nutrition	week 2	C	can	Tasty, colossal, nibble, energetic, gobble	What food is good for us?	Recognizes & writes numerals 1-5
1/4/27		week 3	E	is	Enthusiastic, vigorous, active, sprint, amble	Why should we exercise?	Counts to construct sets
1/11/27		week 4	Y	and	Groom, sparkling, grubby, thrive, gently	Why should we stay clean?	Recognizes & writes numerals 6-10
1/18/27		Week 5		not	Review week		
1/25/27	Ezra Jack Keats	---		up		What can we learn about authors through different text?	review
2/1/27	Theme 5 The Earth Our Home	week 1	G	when	Abundant, swirl, gooey, gloomy, disaster	How is the earth important to us?	Identifies & describes solid shapes
2/8/27		week 2	T	will	Enormous, scorching, lush, scamper, soar	Where on earth do different animals live?	Identifies & describes solid shapes
2/15/27	Harlem Renaissance Week			tap	Artist, musician, poet	How did artists, musicians, and dancers use their talents to share ideas and bring people together?	Review
2/22/27	Theme 5 The Earth Our Home	week 3	S	they	Frosty, drench, glisten, blustery, sizzling	How does the weather change through the year?	Classifies shapes using their attributes
3/1/26		week 4	R	there	Pollute, destroy, neglect, recycle, protect	How can we take care of the Earth?	Identifies spatial positions
3/8/27		Week 5			Review Week		
3/15/27	Eva Chen Unit					What can we learn about authors through different text?	review
3/22/27	Closed Spring Break	---	---	---	-----	-----	-----
3/29/27	Theme 6 Living Things	week 1	Z	with	Curious, transform, agree, disagree, ridiculous	What grows?	Uses addition
4/5/27		week 2	I	look	Gasp, impossible, harm, tiny, huge	What do living things need?	Attends to precision
4/12/27	Week of the young child					Families, belonging, counting, and classroom community	
4/19/27	Theme 6	week 3	V	go	Mystery, sprout, brilliant, variety, gigantic	What do plants need to grow?	Makes sense of problems and perseveres in solving them

4/26/27	Living Things	week 4	L	in	Delicate, flutter, hilarious, giggle, lively	How do animals grow and change?	Constructs viable arguments and critiques the reasoning of others
5/3/27		Week 5			Review week		
5/10/27	Theme 7 Science is Everywhere	week 1	U	on	Study, mighty, unusual, wonder, ancient	What is science?	Identifies and describes changes
5/17/27		week 2	Q	are	Investigate, expedition, fascinating, inquire, reveal	What do scientists do?	Identifies & describes shapes
5/24/27		week 3	J	of	Record, predict, consider, evidence, gather	How are objects the same and different?	Understands shape constancy
5/31/27		Week 4	X		Alter, inflate, extraordinary, combine, experiment	How can objects change?	Creates shapes
6/7/27	King of kindergarten				Review	Getting ready for kindergarten	
6/14/26	Student Choice				Review		
6/21/26	Student Choice				Review		

Hispanic Heritage Month

Planning Field	Details
Theme	Celebrating Our Cultures Families Languages and Friends
Length	5 days
Essential Question	How are we alike, how are we different, and how can we celebrate our families, languages, and friends?
Weekly Learning Goals	• Recognize that people and families have different cultures, traditions, languages, and celebrations. • Hear and use simple Spanish words and greetings. • Participate in group read-alouds and discussions. • Practice listening, vocabulary, sequencing, and comprehension skills. • Identify and talk about themselves and their families. • Develop fine-motor skills through culturally inspired art activities. • Participate in music, movement, and cooperative activities. • Understand that books can introduce different people, places, and experiences.
Spanish Vocabulary	• Hola - Hello • Amigo or Amiga - Friend • Familia - Family • Libro - Book • Fiesta - Party or celebration • Musica - Music • Baila - Dance • Yo soy - I am • Gracias - Thank you • Adios - Goodbye

Day 1 All About Me

Component	Lesson Plan
Text	I Am Yo Soy

Component	Lesson Plan
Theme	Identity and self
Learning Objective	Students will identify characteristics that make them unique and practice using Yo soy and I am.
Morning Meeting	• Introduce Hispanic Heritage Month as a time to learn about people, families, languages, music, food, celebrations, and traditions from Spanish-speaking countries and communities. • Use a map or globe to show that Spanish is spoken in many countries. • Introduce Yo soy = I am. Invite children to complete Yo soy ____ or I am ____.
Literacy Whole Group	• Use picture cards for happy, silly, kind, strong, helpful, fast, quiet, and creative. • Show one card at a time and ask, Who are you? Children respond, Yo soy ____. • Match each picture to the corresponding English or Spanish word. • Skills: vocabulary, oral language, listening comprehension, speaking, and word-picture association.
Craft	• Create a Yo Soy Me self-portrait using paper plates or cardstock, crayons, markers, yarn, glue, googly eyes, and mirrors. • Children look in a mirror and create a self-portrait. • Teacher writes Yo soy ____ and records a dictated sentence about the child.
Display	Create a classroom bulletin board titled Yo Soy Yo I Am Me.

Day 2 Families and Traditions

Component	Lesson Plan
Text	Bisa's Carnaval
Theme	Family love and celebration
Book Connection	The story follows Clara and her great-grandmother during Carnaval in Olinda, Brazil, highlighting family connection, colorful costumes, music, and celebration.
Learning Objective	Students will identify family relationships and recognize that families celebrate special traditions in different ways.

Component	Lesson Plan
Before Reading	• Show pictures of colorful costumes, parades, music, and dancing. • Ask: What do you notice? What do you think is happening? Have you been to a parade? What does your family celebrate? • Introduce Carnival as a celebration in Brazil.
Literacy Whole Group	• Provide three or four picture cards representing major story events. • Arrange the cards using First, Next, Then, and Last. • Use sentence frames: First ___, Next ___, and Last ___. • For younger students, use different areas of the room to represent first, next, and last. • Skills: sequencing, recall, comprehension, retelling, and temporal vocabulary.
Craft	• Create Carnival paper plate masks with paper plates, crayons, markers, feathers, tissue paper, sequins, pom-poms, glue, and craft sticks. • Discuss color choices and what children might wear to a parade. • Present the activity as an exploration of the costumes and celebrations shown in the story, not as a generic Hispanic costume.
Movement Extension	Play upbeat Brazilian music and hold a short classroom Carnival parade. Children march, clap, sway, and dance with their masks.

Day 3 Books Reading and Celebration

Component	Lesson Plan
Text	Book Fiesta
Theme	The joy of reading
Book Connection	This bilingual English-Spanish book celebrates children, cultures, and reading.
Learning Objective	Students will recognize that people can enjoy books in different languages and settings.
Before Reading	• Ask: What do you see? What is a fiesta? What is your favorite book? Where can we read? • Teach Libro = Book and Fiesta = Celebration.

Component	Lesson Plan
Literacy Whole Group	• Sort pictures of children reading at home, school, in bed, outside, at the library, with family, and with friends. • Ask where each child likes to read. • Create a class chart titled We Love Books or Nos Encantan los Libros. • Skills: vocabulary, print awareness, oral language, categorizing, and personal connections.
Craft	• Create a favorite-book bookmark using cardstock strips, crayons, markers, stickers, yarn, and a hole punch. • Teacher writes Me gusta leer and I like to read. • Children dictate a favorite title or draw a picture of a favorite book.
Classroom Book Fiesta	Create a comfortable reading area with books, pillows, stuffed animals, bilingual books, family photos, and children's bookmarks. Allow 10 to 15 minutes for independent or partner reading.

Day 4 Friendship and Language

Component	Lesson Plan
Text	Hola Amigo Hello Friend
Theme	Friendship and greetings
Learning Objective	Students will practice greetings and identify ways to be a good friend.
Morning Meeting	• Teach Hola = Hello, Amigo = Friend, and Adios = Goodbye. • Partners practice saying Hola and Hola amigo.
Literacy Whole Group	• Place children's name cards in a basket and pull one at a time. • Ask Quien es? Children identify the friend and say Hola followed by the child's name. • The named child responds Hola. • Emphasize the first letter and sound in each child's name. • Skills: name recognition, phonological awareness, oral language, listening, and social communication.

Component	Lesson Plan
Craft	• Create friendship flowers using construction paper, flower templates, crayons, markers, glue, and craft sticks. • Write Mi amigo or amiga es ___ in the center and help each child add a friend's name. • Children decorate the flower and give it to the friend.
Social Emotional Extension	Create a class Friendship Garden titled Nuestro Jardin de Amigos Our Friendship Garden.

Day 5 Our Hispanic Heritage Celebration

Component	Lesson Plan
Texts	Review all four books
Theme	Celebration reflection and community
Learning Objective	Students will recall experiences from the week and identify ways people celebrate family, language, friendship, books, music, and culture.
Morning Meeting	• Review each book cover and ask what children remember. • Create a chart: I Am Yo Soy - We are all unique; Bisa's Carnaval - Families celebrate together; Book Fiesta - Books and reading can be celebrated; Hola Amigo - We can greet and be kind to friends.
Literacy Whole Group	• Create a collaborative class book titled Our Hispanic Heritage Week. • Each child draws a favorite part of the week and dictates a sentence. • Sentence frames: I liked ___; Me gusta ___; My favorite was ___. • Skills: dictation, vocabulary, comprehension, recall, expressive language, and connecting spoken and written language.
Collaborative Craft	• Create a Hispanic Heritage celebration collage using images of books, families, friends, music, dancing, celebrations, Spanish words, maps, and the children's artwork. • Title the collage Celebremos Juntos We Celebrate Together.
Celebration	• Include music and movement, shared reading, a mini Carnaval parade, the Friendship Garden, the class book, and an art display. • Practice the words Hola, Amigo, Familia, Libro, Fiesta, Gracias, and Adios.

Chinese and Lunar New Year

Planning Field	Details
Lesson	How to Catch a Dragon
Age Group	Preschool ages 3 to 5
Duration	30 to 45 minutes, plus optional role-play
Objectives	• Engage children in a fun and interactive story. • Develop early literacy and comprehension skills. • Encourage imaginative play and creative expression.
Materials	• How to Catch a Dragon book • Large paper or whiteboard • Markers or crayons • Construction paper, scissors, and glue sticks • Pre-cut dragon and trap shapes • Dragon-themed stickers, optional • Simple costumes or role-play props, optional

Lesson Sequence

Component	Lesson Plan
1 Warm Up Dragon Talk 5 to 10 minutes	• Discuss what a dragon might look and sound like and what children might do if they saw one. • Optional: use a dragon puppet or toy.
2 Storytime 10 to 15 minutes	• Read How to Catch a Dragon with expressive voices and gestures. • Pause to ask what might happen next and how children would catch the dragon. • Invite children to make repeated sounds or gestures from the story.
3 Post Story Discussion 5 minutes	• Review how characters tried to catch the dragon. • Ask children how they would catch a dragon and record their ideas.

Component	Lesson Plan
4 Creative Activity 15 to 20 minutes	• Children build a dragon trap with construction paper, markers, and pre-cut shapes such as ladders, nets, and cages. • Invite each child to explain how the trap works. • Display completed traps in a Dragon Catchers gallery.
5 Optional Role Play 10 minutes	• Use simple props or costumes for imaginative dragon-catching play. • Teacher or puppet plays the dragon while children work together with their pretend traps.
6 Conclusion 5 minutes	• Review the day's activities and invite children to share a favorite part or trap. • Close with a dragon-themed song or chant.

100th Day of School

Planning Field	Details
Age Group	Pre-Kindergarten 3
Objectives	• Celebrate the 100th day with fun and educational activities. • Reinforce counting and number recognition up to 100. • Develop fine-motor skills and encourage creativity.
Materials	• 100 small objects such as pennies, stickers, or buttons • Large paper or poster board • Markers, crayons, and stickers • A 100th-day book such as 100th Day Worries • Crown templates • Glue, scissors, and construction paper • Timer or stopwatch • Balloons, optional • Small snacks for counting, subject to allergy rules

Lesson Sequence

Component	Lesson Plan
1 Morning Circle 10 to 15 minutes	• Announce the 100th day of school. • Count to 100 with a number chart or 100 small objects. • Discuss what 100 means and show what 100 items look like.
2 Storytime 10 to 15 minutes	• Read a 100th-day book such as 100th Day Worries by Margery Cuyler. • Ask children what they would like to have 100 of.
3 Crown Craft 15 to 20 minutes	• Decorate a 100th-day crown with stickers or small drawn shapes. • Adjust the number of individual decorations to children's stamina and developmental level while preserving the class goal of 100.

Component	Lesson Plan
4 Collection Activity 20 to 30 minutes	• Use stations with buttons, beads, pasta, or other approved manipulatives. • Children work individually or in groups to count 100 items. • Group items in sets of 10 and glue them onto a class poster.
5 Physical Activity 10 to 15 minutes	Complete 10 repetitions of 10 movements, such as jumping jacks, hops, claps, marches, and stretches.
6 Snack Activity 15 to 20 minutes	• Use allergy-safe small snacks and group pieces into sets of 10. • For Pre-K 3, create a class total of 100 rather than requiring each child to count and eat 100 pieces.
7 Optional Balloon Play 15 to 20 minutes	If space and safety rules allow, use balloons for a celebratory movement activity and informal counting.
8 Closing Circle 10 to 15 minutes	Children share a favorite activity and review what they learned about the number 100.
Additional Ideas	• Snack and party: serve approved finger foods in groups that contribute to a class total of 100. • Fruit-loop necklace: lace cereal pieces and separate groups of 10 by color. Use only with careful supervision and allergy approval. • Scavenger hunt: work in teams to locate a class total of 100 safe classroom items.

Winter Holidays Around Us

Planning Field	Details
Age Group	3-year-olds
Theme Focus	Winter, kindness, celebrations, family traditions, and seasonal changes

Monday Welcome to Winter

Component	Lesson Plan
Circle Time	• Sing a good-morning song. • Discuss what children notice about winter. • Read a winter-themed book. • Introduce winter holidays and family traditions.
Literacy	Letter W for winter. Identify words such as warm, white, wool, and wagon.
Math	• Count snowflakes from 1 to 10. • Sort snowflakes by size.
Art	Paint snowflakes with cotton swabs and white paint on blue paper. Add silver glitter if permitted.
Sensory	Explore cotton balls, white pom-poms, scoops, and snowflake cookie cutters.
Gross Motor	Pretend to skate, shovel snow, build snowmen, and toss snowballs.
Fine Motor	Peel and place snowflake stickers on paper.

Tuesday Lights That Shine

Component	Lesson Plan
Circle Time	• Discuss how many winter celebrations include lights and candles. • Read a story about light during winter.

Component	Lesson Plan
Literacy	Letter L for light. Match uppercase and lowercase L.
Math	• Create patterns with colored paper lights. • Count candles or light bulbs.
Art	Decorate paper light bulbs and string them together as a classroom garland.
Science	Explore light and shadows using flashlights.
Sensory	Use transparent colored gems, flashlights, and mirrors.
Music and Movement	Hold a freeze dance using glow sticks or pretend lanterns.

Wednesday Kindness and Giving

Component	Lesson Plan
Circle Time	• Discuss ways to show kindness to friends and family. • Read a story about helping others.
Literacy	Letter K for kindness. Brainstorm kind words.
Math	• Count wrapped gift boxes. • Sort boxes by color or size.
Art	Create kindness cards for family members, neighbors, or community helpers.
Dramatic Play	Wrap pretend presents with recycled paper and ribbons.
Fine Motor	Practice tying ribbon around small boxes.
Gross Motor	Complete a relay race delivering kindness packages.

Harlem Renaissance

Planning Field	Details
Theme	The Harlem Renaissance Art Music Movement and Community
Essential Question	How did artists, musicians, and dancers use their talents to share ideas and bring people together?
Historical Figures	• Day 1: Bill Bojangles Robinson - dancer • Day 2: Langston Hughes - poet and writer • Day 3: Duke Ellington - musician and composer
Weekly Learning Goals	• Recognize the Harlem Renaissance as a time when many Black artists, writers, musicians, and performers shared their creativity. • Explore rhythm, movement, poetry, music, and visual art. • Develop oral language and early literacy through read-alouds, rhyming, sequencing, and storytelling. • Explore STEAM concepts through movement, sound, patterns, and building. • Create artwork inspired by the people and ideas explored. • Recognize that artists use different forms of expression to communicate feelings and ideas.
Key Vocabulary	Artist, musician, dancer, poet, rhythm, beat, music, dance, poem, community, create, pattern

Day 1 Bill Bojangles Robinson Dancing to the Rhythm

Component	Lesson Plan
Historical Figure Focus	Bill Bojangles Robinson was a famous Black tap dancer known for rhythm, movement, performance, and perseverance.
Read Aloud	Rap a Tap Tap
Before Reading	• Examine the cover. • Ask what the character is doing and what sounds a dancer might make. • Introduce tap, rhythm, dancer, and beat.

Component	Lesson Plan
During Reading	Children tap fingers or gently pat their knees when they hear rhythmic language.
After Reading	• What did Bojangles like to do? • What did you notice about his dancing? • How did his feet make sounds?
Literacy Whole Group	• Create and copy patterns such as Tap-Tap-Clap, Clap-Tap-Clap, and Tap-Tap-Tap-Clap. • Invite children to create a four-beat pattern. • Create a word and picture chart for TAP, CLAP, DANCE, and BEAT. • Skills: listening, oral language, vocabulary, pattern recognition, and following directions.
STEAM Dancing Shapes	• Use paper footprints or masking tape to make a movement path with a circle-square repeating pattern. • Ask what shape comes next and invite children to create movement patterns such as Tap-Clap-Tap-Clap.
Craft	• Create My Tap Dance Shoes using paper templates, construction paper, crayons, markers, foil, glue, and stickers. • Add foil strips to represent metal taps. • Teacher writes I can make my own rhythm and records a dictated sentence.

Day 2 Langston Hughes Words Can Make Music

Component	Lesson Plan
Historical Figure Focus	Langston Hughes was a Black writer and poet who lived in Harlem and wrote about people, dreams, families, music, and everyday life.
Read Aloud	Daddy and Me and the Rhyme to Be
Before Reading	• Ask who children like to spend time with and what they do together. • Listen for sounds in the title.
During Reading	Pause for repeated words, sounds, actions, and child-created sound effects.

Component	Lesson Plan
After Reading	• What did the child and dad do together? • How did they spend time together? • What did you notice about the words?
Literacy Whole Group	• Explain that a poem is made with words and may have rhythm or rhyme. • Create a class poem using I like to ___ and clap its rhythm. • Explore rhyming pairs such as cat-hat, sun-fun, bee-tree, and light-night. • Skills: phonological awareness, rhyming, oral language, sentence development, and listening.
STEAM Build a Harlem Community	• Explain that Harlem is a community in New York City where many artists, writers, musicians, and families lived and worked. • Use blocks, paper, tape, toy people, and vehicles to build a community. • Ask how to make structures stand, build a stronger base, add a place for musicians, and locate a library. • Skills: engineering, spatial awareness, problem-solving, and collaboration.
Craft	• Create a Dream Cloud using cloud templates, cotton balls, glue, blue paper, crayons, and markers. • Ask each child about a dream or hope and record I dream of ___.

Day 3 Duke Ellington Jazz Music and Sound

Component	Lesson Plan
Historical Figure Focus	Duke Ellington was a famous Black musician and composer who played piano and became an important musician connected to the Harlem Renaissance.
Read Aloud	Jazz Baby
Before Reading	• Identify instruments on the cover. • Imagine what jazz sounds like. • Practice quiet and loud beats. • Introduce jazz, music, instrument, rhythm, and beat.
During Reading	Children clap, pat knees, snap, sway, or march with the rhythmic and repeated language.

Component	Lesson Plan
After Reading	• What instruments did you hear? • What did the music make you want to do? • Was the music fast or slow?
Literacy Whole Group	• Create action cards for CLAP, TAP, SHAKE, STOMP, and BEAT. • Divide children into action groups and point to cards to conduct a word orchestra. • Skills: print awareness, vocabulary, listening, sequencing, word-action connections, and oral language.
STEAM Sound Investigation	• Explore shakers, rhythm sticks, drums, bells, and homemade instruments. • Compare loud and quiet, fast and slow, and high and low sounds. • Explain simply that hitting, tapping, shaking, or plucking causes vibrations that make sound.
Engineering Challenge	Provide cups, rubber bands, and craft sticks. Challenge children to create an object that makes sound. Supervise closely and assess materials for age safety.
Craft	• Create a paper plate tambourine using two plates, crayons, markers, stickers, yarn, and securely attached age-appropriate bells. • Teacher staples or tapes the plates securely.
Jazz Parade	• Play age-appropriate instrumental jazz and create a simple performance area. • Children march, sway, tap, clap, stop, and start while responding to Fast, Slow, and Freeze.
Closing Celebration	• Review: Bojangles danced, Langston Hughes wrote, and Duke Ellington made music. • Ask what each person used to share creativity and invite each child to complete I can ____.

Harlem Renaissance Book Selection List

Component	Lesson Plan
Music and Jazz	• The Sound That Jazz Makes • Jazz Baby • Rap a Tap Tap

Component	Lesson Plan
Art and Creativity	• Beautiful Blackbird • I Am Enough • Radiant Child, best for older preschoolers with teacher guidance
Harlem and Community	• Uptown • The Snowy Day, for discussion of neighborhoods and joyful urban childhood
Poetry and Rhythm	My People by Langston Hughes. Use selected pages and discuss the photographs with young children.
Three Recommended Choices	• The Sound That Jazz Makes • Jazz Baby • Uptown

Theme 2 All About Me

Weekly Progress Monitoring Checklist

Name _____ Birth Date _____ Assessment Date _____

Language and Literacy

Key: ☒ proficient ☐ in process ☒ not yet ☐ not assessed

Oral Language

Engages in conversation about the weekly focus question:

Week 1 **What makes us special?** ☐

Week 2 **How are families the same and different?** ☐

Week 3 **How do our senses help us?** ☐

Week 4 **How can we keep ourselves safe?** ☐

Understands and uses new vocabulary ☐

Shows understanding of **social studies** and **science and health** concepts ☐

Emergent Reading

Concepts of Print Shows understanding of concepts of print and directionality ☐

Comprehension Demonstrates understanding of books ☐

Letter Recognition Identifies capital and lowercase letters ☐ N ☐ n ☐ W ☐ w ☐ P ☐ p ☐ H ☐ h ☐ M ☐ m ☐ A ☐ a

Letter-Sound Identification Identifies letter sounds ☐ /n/ ☐ /w/ ☐ /p/ ☐ /h/ ☐ /m/ ☐ /ä/

Phonological Awareness ☐ Segments sentences into words

☐ Sequences sounds in words

☐ Blends compound words

☐ Produces rhyming words

Mathematics

Week 1 Counting 1–5

Identifies quantities 1–5 ☐

Counts to determine quantities ☐

Identifies some quantities without counting ☐

Builds matching quantities of objects ☐

Week 3 Comparing Quantities

Compares quantities of objects ☐

Understands concepts of *more* and *equal* ☐

Matches objects one to one ☐

Explains his or her reasoning ☐

Week 2 One-to-One Correspondence

Matches objects one to one ☐

Counts to determine quantities ☐

Identifies matching quantities ☐

Explains his or her reasoning ☐

Week 4 Understanding Ordinality

Understands ordinal terms, such as *first* and *last* ☐

Follows oral directions ☐

Correctly uses ordinal terms ☐

Checks his or her work ☐

Notes

Theme 3 Our Community

Weekly Progress Monitoring Checklist

Name _____ Birth Date _____ Assessment Date _____

Language and Literacy

Key: ☒ proficient ☐ in process ☒ not yet ☐ not assessed

Oral Language

Engages in conversation about the weekly focus question:

Week 1 **What are the places in our community?** ☐

Week 2 **Who are the people in our community?** ☐

Week 3 **How can we help our community?** ☐

Week 4 **What is the world community?** ☐

Understands and uses new vocabulary ☐

Shows understanding of **social studies** concepts ☐

Emergent Reading

Concepts of Print Shows understanding of concepts of print and directionality ☐

Comprehension Demonstrates understanding of books ☐

Letter Recognition Identifies capital and lowercase letters ☐ M ☐ m ☐ A ☐ a ☐ B ☐ b ☐ K ☐ k ☐ D ☐ d ☐ F ☐ f

Letter-Sound Identification Identifies letter sounds ☐ /m/ ☐ /ä/ ☐ /b/ ☐ /k/ ☐ /d/ ☐ /f/

Phonological Awareness ☐ Discriminates environmental sounds ☐ Blends syllables in words
☐ Blends onsets and rimes ☐ Blends and segments compound words

Mathematics

Week 1 Comparing Attributes

Compares attributes of two objects (such as big/small, short/tall, heavy/light, full/empty) ☐

Uses math vocabulary to describe attributes ☐

Explains his or her reasoning ☐

Week 3 Ordering by Attributes

Compares the length of three objects ☐

Puts objects in order by length ☐

Uses the terms *short/shorter/shortest* ☐

Uses the terms *long/longer/longest* ☐

Week 2 Comparing and Ordering by Attributes

Compares attributes of three objects ☐

Identifies biggest/smallest ☐

Puts objects in order by size ☐

Describes the order of the objects ☐

Week 4 Nonstandard Measurement

Measures objects using paper clips ☐

Counts and writes numerals to represent quantities... ☐

Puts objects in order by length ☐

Describes the order of the objects ☐

Notes

Theme 7 Science Is Everywhere

Weekly Progress Monitoring Checklist

Name _____ Birth Date _____ Assessment Date _____

Language and Literacy

Key: ☒ proficient ☐ in process ☒ not yet ☐ not assessed

Oral Language

Engages in conversation about the weekly focus question:

Week 1 **What is science?** ☐

Week 2 **What do scientists do?** ☐

Week 3 **How are objects the same and different?** ☐

Week 4 **How can objects change?** ☐

Understands and uses new vocabulary ☐

Shows understanding of **science and health** concepts ☐

Emergent Reading

Concepts of Print Shows understanding of concepts of print and directionality ☐

Comprehension Demonstrates understanding of books ☐

Letter Recognition Identifies capital and lowercase letters ☐ V ☐ v ☐ L ☐ l ☐ U ☐ u ☐ Q ☐ q ☐ J ☐ j ☐ X ☐ x

Letter-Sound Identification Identifies letter sounds ☐ /v/ ☐ /l/ ☐ /ü/ ☐ /kw/ ☐ /j/ ☐ /ks/

Phonological Awareness ☐ Blends two phonemes ☐ Produces rhyming words

☐ Blends three phonemes ☐ Matches final sounds

Mathematics

Week 1 Identifying Triangles, Circles, and Ovals

Identifies and describes attributes of a triangle ☐

Identifies and describes attributes of a circle ☐

Identifies and describes attributes of an oval ☐

Uses math vocabulary to describe attributes ☐

Week 3 Identifying Solid Shapes

Identifies a rectangle, circle, triangle, and square ☐

Describes attributes of each shape ☐

Identifies colors ☐

Recognizes shapes in different orientations ☐

Week 2 Identifying Rectangles and Squares

Identifies and describes attributes of a rectangle ☐

Identifies and describes attributes of a square ☐

Uses math vocabulary to describe attributes ☐

Recognizes how the two shapes differ ☐

Week 4 Combining Shapes

Combines circles, triangles, rectangles, and squares to make a picture ☐

Identifies the shapes used ☐

Describes attributes of the shapes ☐

Notes

Theme 4 Health and Nutrition

Weekly Progress Monitoring Checklist

Name _____ Birth Date _____ Assessment Date _____

Language and Literacy

Key: ☒ proficient ☐ in process ☒ not yet ☐ not assessed

Oral Language

Engages in conversation about the weekly focus question:

Week 1 **Why is it important to stay healthy?** ☐

Week 2 **What food is good for us?** ☐

Week 3 **Why should we exercise?** ☐

Week 4 **Why should we stay clean?** ☐

Understands and uses new vocabulary ☐

Shows understanding of **science and health** concepts ☐

Emergent Reading

Concepts of Print Shows understanding of concepts of print and directionality ☐

Comprehension Demonstrates understanding of books ☐

Letter Recognition Identifies capital and lowercase letters ☐ D ☐ d ☐ F ☐ f ☐ O ☐ o ☐ C ☐ c ☐ E ☐ e ☐ Y ☐ y

Letter-Sound Identification Identifies letter sounds ☐ /d/ ☐ /f/ ☐ /ð/ ☐ /k/ ☐ /ë/ ☐ /y/

Phonological Awareness ☐ Blends and segments onset and rime ☐ Segments syllables

☐ Segments and deletes syllables

Mathematics

Week 1 Counting and Representing Quantities to 5

Identifies numerals 1–5 ☐

Builds matching quantities of objects ☐

Counts to determine quantities ☐

Explains his or her reasoning ☐

Week 3 Counting and Representing Quantities 6–10

Identifies numerals 6–10 ☐

Builds matching quantities of objects ☐

Counts to determine quantities ☐

Explains his or her reasoning ☐

Week 2 Counting 1–5 Using Five Frames

Identifies numerals 1–5 ☐

Represents quantities in a five frame ☐

Counts to determine quantities ☐

Explains his or her reasoning ☐

Week 4 Counting 1–10 Using Ten Frames

Identifies numerals 6–10 ☐

Represents quantities in a ten frame ☐

Counts to determine quantities ☐

Explains his or her reasoning ☐

Notes

Theme 6 Living Things

Weekly Progress Monitoring Checklist

Name _____ Birth Date _____ Assessment Date _____

Language and Literacy

Key: ☒ proficient ☐ in process ☒ not yet ☐ not assessed

Oral Language

Engages in conversation about the weekly focus question:

Week 1 **What grows?** ☐

Week 2 **What do living things need?** ☐

Week 3 **What do plants need to grow?** ☐

Week 4 **How do animals grow and change?** ☐

Understands and uses new vocabulary ☐

Shows understanding of **science and health** concepts ☐

Emergent Reading

Concepts of Print Shows understanding of concepts of print and directionality ☐

Comprehension Demonstrates understanding of books ☐

Letter Recognition Identifies capital and lowercase letters ☐ S ☐ s ☐ R ☐ r ☐ Z ☐ z ☐ I ☐ i ☐ V ☐ v ☐ L ☐ l

Letter-Sound Identification Identifies letter sounds ☐ /s/ ☐ /r/ ☐ /z/ ☐ /i/ ☐ /v/ ☐ /l/

Phonological Awareness ☐ Isolates and pronounces initial sounds ☐ Segments onset and rime

☐ Produces words that rhyme ☐ Matches initial sounds

Mathematics

Week 1 Addition Stories to Five

Uses manipulatives to model an addition story ☐

Counts objects to create sets ☐

Combines two sets of objects ☐

Counts to determine how many in all ☐

Week 3 Addition Stories to Five

Uses manipulatives to create an addition story ☐

Draws matching quantities ☐

Counts and writes numerals to represent quantities... ☐

Counts to determine how many in all ☐

Week 2 Addition Stories with Pictures

Uses manipulatives to model an addition story ☐

Draws matching quantities ☐

Counts and writes numerals to represent quantities... ☐

Counts to determine how many in all ☐

Week 4 Understanding Equivalence

Uses manipulatives to model an addition story ☐

Counts to determine how many in all ☐

Creates equal sets using a balance scale ☐

Explains his or her reasoning ☐

Notes

Theme 5

The Earth, Our Home

Weekly Progress Monitoring Checklist

Name _____ Birth Date _____ Assessment Date _____

Language and Literacy

Key: ☒ proficient ☐ in process ☒ not yet ☐ not assessed

Oral Language

Engages in conversation about the weekly focus question:

Week 1 **How is the Earth important to us?** ☐

Week 2 **Where on Earth do different animals live?** ☐

Week 3 **How does the weather change through the year?** ☐

Week 4 **How can we take care of the Earth?** ☐

Understands and uses new vocabulary ☐

Shows understanding of **science and health** concepts ☐

Emergent Reading

Concepts of Print Shows understanding of concepts of print and directionality ☐

Comprehension Demonstrates understanding of books ☐

Letter Recognition Identifies capital and lowercase letters ☐ E ☐ e ☐ Y ☐ y ☐ G ☐ g ☐ T ☐ t ☐ S ☐ s ☐ R ☐ r

Letter-Sound Identification Identifies letter sounds ☐ /ē/ ☐ /y/ ☐ /g/ ☐ /t/ ☐ /s/ ☐ /r/

Phonological Awareness ☐ Matches initial sounds ☐ Segments compound words

☐ Deletes words from compound words ☐ Isolates and pronounces initial sounds

Mathematics

Week 1 Identifying Spheres and Cubes

Identifies and describes attributes of a sphere ☐

Identifies and describes attributes of a cube ☐

Uses math vocabulary to describe attributes ☐

Matches shape blocks to real-life objects ☐

Week 2 Identifying Cylinders and Cones

Identifies and describes attributes of a cylinder ☐

Identifies and describes attributes of a cone ☐

Uses math vocabulary to describe attributes ☐

Matches shape blocks to real-life objects ☐

Week 3 Identifying Solid Shapes

Identifies a cone, cube, cylinder, and sphere ☐

Describes attributes of each shape ☐

Uses math vocabulary to describe attributes ☐

Matches shape blocks to real-life objects ☐

Week 4 Spatial Positions

Understands spatial position terms, such as *beside, next to, between, in front of, behind, in, on, and under* ... ☐

Follows oral directions ☐

Explains his or her reasoning ☐

Notes