Carter County Preschool Curriculum Map

August	**Welcome to School; Colors and Shapes**		
KyECS Benchmarks	Learning Targets	KCAS	Resources
Language Arts 1.1-Uses non-verbal communication for a variety of purposes	-I can point or move to what I want. -I can use my body to meet my needs. -I can identify pictures. -I can use pictures for my words.	**(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Websites with beginning of the year and color/shape activities: http://www.prekinders.com/school-theme/ http://www.pre-kpages.com/schooltheme/ http://www.pre-kpages.com/allaboutme/ Books: -Brown Bear, Brown Bear What do you See? -The Kissing Hand -Llama, Llama Misses Mama -Pete the Cat: My White Shoes -Mouse Paint -Mouse Shapes Songs: -The Rules of the Classroom by Dr. Jean LA 1.1, Alphabet Song LA 3.3 -Hickey Pickety Bumble Bee (say your name for me…clap you name for me…stomp your name for me…call Amanda!) -ABC Song with American Sign Language (YouTube) LA 1.1 Activities: -Let students help create classroom rules -All About Me Book: http://dbsenk.wordpress.com/category/themes/me-book/ (Has address and phone number pages too!) SS
Language Arts 3.3-Demonstrates knowledge of the alphabet	-I can Identify letters of the alphabet. -I can identify letter sounds.	**(Strand) Foundational Skills** **(Cluster) Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. • Recognize and name all upper- and lowercase letters of the alphabet. **(Cluster) Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). **(Cluster) Fluency** 4. Read emergent-reader texts with purpose and understanding. [1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	
Health/Mental Wellness 1.1 - Demonstrates independent behavior **Health/Mental Wellness 1.4** - Sense of purpose (future-	-I can follow daily routines. -I can take care of my personal needs. -I can identify characteristics about myself (first and last name, gender, age,		

hopefulness)	family).		1.4 -Telly's Shape Garden on PBSkids. Use on the computer or Smartboard. Math 1.2 -Color Sorting http://www.pinterest.com/pin/277534395759909510/ Math 1.3 -Color Bingo Math 1.3 -Shape Bingo Math 1.2 -Color/Shape Bingo Math 1.2, 1.3 -Paint a rainbow Math 1.3 -Mix colors – put red on one hand, blue on the other…rub them together and see what color it makes. Math 1.3 -Build a picture with shapes Math 1.2 -Attribute blocks with picture cards Math 1.2
Social Studies 1.4 – Recognizes and/or follows rules within the home, school and community **Social Studies 1.5 –** Understands roles and relationships within his/her family.	-I can identify important adults. -I can identify the rules in different places. -I can follow the rules in different places. -I can describe the consequences of my actions. -I can follow rules independently.		
Math 1.2 – recognizes and describes shapes and spatial relationships	-I can identify basic shapes (triangle, square, rectangle, diamond, circle, oval, star, heart). -I work a puzzle. -I can find shapes in my environment.	**Domain) Geometry** **(Cluster)** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) regardless of their orientations or overall size **Domain) Geometry** **(Cluster) Analyze, compare, create, and compose shapes.** 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"* **(Domain) Geometry** **(Cluster) Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). 6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with* *full sides touching to make a rectangle?"* **(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. 2. Correctly name shapes regardless of their orientations or overall size.	

		3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **(Domain) Measurement and Data** **(Cluster) Describe and compare measurable attributes.** 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1] Limit category counts to be less than or equal to 10. **(Domain) Geometry** **(Cluster) Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). 6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"* **(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.	
September	**Family;** **Transportation**		
KyECS Benchmarks	Learning Targets	KCAS	Resources
Language Arts 1.2- Uses language (verbal, signed, symbolic) for a variety of purposes	-I can initiate communication to have my needs met. I can participate in conversations and discussions with peers	**Strand) Language** **(Cluster) Vocabulary Acquisition and Use** 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. • Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). • Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	**Family** Songs -My Family and Me http://www.youtube.com/watch?v=GiRUF7hvWuM -We are a Family by Jack Hartmann

	and adults. -I can ask many why, when, and where questions. -I can communicate with others. -I can use appropriate voice levels.	5. With guidance and support from adults, explore word relationships and nuances in word meanings. • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are colorful). • Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **(Strand) Speaking and Listening** **(Cluster) Comprehension and Collaboration** 1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Books -Goldilocks and the Three Bears -Just Grandma and Me by Mercer Meyer -Pete's Chair by Ezra Jack Keats -Charlie Anderson by Barbera Abercrombie Activities - Baby Grid Game-Students are given a bingo card with baby pictures in each square. Each student rolls the die and covers the number of baby pictures that shows on the die (MA 1,1) (http://www.prekinders.com/families-theme/). -Students work in small group to create a poster; sort pictures of children and adults, sort pictures of people by different characteristics. (Health/Mental Wellness 1.2) - Bear Family Sorting Mat – Students are given bear manipulatives and bear mat. Students will sort bears by size (http://www.prekinders.com/families-theme/) MA 1.3 - Family Tree – Children paint rectangle and circle on top for tree. Then add apples with family member names. "I have ___members of my family." Discuss the differences in students families (SS 1.5 & 1.6) -Brother/Sister Graph -Mom and Dad paper plate face. **Transportation** Websites with family and transportation activities:
Language Arts 4.2-Produces marks, pictures, and symbols that represent print and ideas	-I can write to convey meaning. -I can write letters of the alphabet. -I can write simple words (mom, dad, cat, dog).	**(Strand) Writing** **(Cluster) Text Types and Purposes** 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is…*). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **(Cluster) Research to Build and Present Knowledge** 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	

		<u>(Strand) Foundational Skills</u> **(Cluster) Fluency** 4. Read emergent-reader texts with purpose and understanding. [1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	http://www.prekinders.com/transportation-theme/ Books: -Duck on a Bike by David Shannon -Duck in the Truck by Jez Alborough -See How They Go by DK Publishing Songs: The Wheels on the Bus Row, Row Your Boat Down By the Station Activities: -Discussion - Review what transportation is and map. Show Transportation Flash Cards: http://www.youtube.com /watch?v=4Dcy_0zmWTY (LA 1.2) -Counting at the Car Wash -Students will roll a die and put the corresponding numbered car through the car wash. After each car goes through the wash, the teacher will blow bubbles (MA 1.1). -Discussion - Ask if anyone can tell how people can get from one place to another. Encourage them to give different types of transportation. -Train pattern - Children glue squares with the letters of their name onto a strip of construction paper to make a name “train”. We add a paper engine and draw on the wheels (LA 4.2). -Journal – Draw a picture of a vehicle and write sentence to describe (LA 4.2). -Alphabet Letter Garage - Students will be asked to turn over a letter and identify it. Then they will be asked to find the same letter on a car and park it in the garage. -Create a safety town at the school that has

			traffic lights, street signs, crosswalks and pedal cars or bikes. Have the children practice following the safety signs while riding on the pedal cars or bikes. Talk about dangers that can occur. This can give you the ability to talk about fast and slow and near and far (SS 1.4). -Transportation Chart-Students will take one vehicle eraser from the feely box and place it in the corresponding column on their chart (MA 1.1). -Monster Shape Truck - Students will identify and use shapes to construct monster truck (LA 4.2).
Health/Mental Wellness 1.2-Shows social cooperation	-I can play with others. -I can participate in small groups. -I can make friends. -I can participate in classroom activities -I can identify feelings.		
Social Studies 1.4 – Recognizes and/or follows rules within the home, school and community **Social Studies 1.5 –**	-I can identify important adults. -I can identify the rules in different places. -I can follow the rules in different places. -I can describe the consequences of my		

Understands the roles and relationships within his/her family.	actions. -I can follow rules independently.		
Social Studies 1.5 – Demonstrates understanding of the roles and relationships within his or her family and/or community	-I can tell you who makes up my family. -I can describe my family.		
Math 1.1 – Demonstrates an understanding of numbers and counting **Math 1.3 –** Uses the attributes of objects for comparison and patterning.	-I can (rote) count to 10 and beyond. -I can count 10 or more objects. -I can name and write numbers. -I can demonstrate an understanding of number quantity. -I can compare number quantities.	**<u>(Domain) Counting and Cardinality</u>** **(Cluster) Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. **<u>(Domain) Counting and Cardinality</u>** **(Cluster) Count to tell the number of objects.** 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **(Cluster) Compare numbers.** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] [1] (Include groups with up to ten objects.) **<u>(Domain) Counting and Cardinality</u>** **(Cluster) Compare numbers.** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] [1] (Include groups with up to ten objects.) **<u>(Domain) Measurement & Data</u>** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.	

		For example, directly compare the heights of two children and describe one child as taller/shorter. **(Cluster) Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1] Limit category counts to be less than or equal to 10. **<u>Domain) Counting and Cardinality</u>** **(Cluster) Count to tell the number of objects.** 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **(Cluster) Compare numbers.** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] [1] (Include groups with up to ten objects.) **<u>(Domain) Counting and Cardinality</u>** **(cluster) Count to tell the number of objects.** 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **<u>(Domain) Counting and Cardinality</u>** **(Cluster) Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. **<u>(Domain) Counting and Cardinality</u>** **(Cluster) Count to tell the number of objects.** 2. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **<u>(Domain) Counting and Cardinality</u>** **(Cluster) Count to tell the number of objects.** 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	
Social Studies 1.6 – Knows that diversity exists in the world	-I can compare and contrast the people in my environment. -I can describe differences in culture. -I can identify boys and girls.		

October	**Community Helpers; Fall;**		
KyECS Benchmarks	Learning Targets	KCAS	Resources
Language Arts 1.3- Communicates with increasing clarity and use of conventional grammar	-I can use complex sentences with correct grammar. -I can listen, understand, and repeat what I hear.	**(Strand) Language** **(Cluster) Conventions of Standard English** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Print many upper- and lowercase letters. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). • Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). • Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). • Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize the first word in a sentence and the pronoun *I*. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.	Websites with fall and community helpers activities: -PBSkids.org/rogers/video_firetruck.html - prekinders.com -http://www.pre-kpages.com/ Books: Community Helpers -How Many Fingerprints Book, Homeschool Creations -Emergency, -When I Grow Up, by Tina Louise -A Day in the Life of …., Series by Linda Hayward -Reading A-Z.com/book.php Fall -Going on a Leaf Hunt -There Was an Old Lady Who Swallowed Some Leaves -Red Leaf, Yellow Leaf -Leaf Man -It's Pumpkin Time -Pumpkin Soup -Room On the Broom -It's Apple Picking Time Songs: - Fire Truck Song (Youtube) -Doing Good in the Neighborhood, Jack Hartman -Gray Squirrel, Gray Squirrel, Shake Your Bushy

			Tail (Ask Karen) -Five Little Pumpkins -Fall & Autumn Song How Many Leaves (Youtube) Activities: Community Helpers -Play Dough Construction; Prekinders.com -Roll and Stack Blocks; Prekinders.com -Post Office in dramatic play -Stop, Drop, and Roll -Fire truck Stamping Game; Prekinders.com -Fire Safety Scavenger Hunt -Community Helper Guest Speakers -"What I want to be" class book Fall -Ghost Bead Count and Lace (Childcarelandblog.com) -Fall Bingo (http://tertuliadofado.com/fall-bingo-cards-printables/) -Pumpkin Number Cards http://www.fantasticfunandlearning.com/free-printable-pumpkin-number-cards.html http://general.fastq.com/~jbpratt/education/theme/food/pumpkins.html -Pumpkin Name Puzzles http://www.howweelearn.com/halloween-preschool-crafts-name-puzzles/ -Pumpkin Muffin Tin Activities https://www.teacherspayteachers.com/Product/FREE-Pumpkin-Muffin-Tin-Labels-Numbers-1-12-940830 -Apple Tree Sorting Activity http://lifeovercs.com/free-alphabet-sorting-apple-trees/ -Various Pumpkin Activities http://kckindergartentimes.blogspot.com/search

			?updated-max=2011-10-21T16:55:00-07:00&max-results=12 -Growing pumpkins http://www.growinginprek.com/apps/blog/show/9483735
Health/Mental Wellness 1.3-Applies social problem solving skills	-I can solve problems. -I can ask for help from other sources.		
Health/Mental Wellness 1.4 -Shows a sense of purpose (future-hopefulness)	-I can attend to tasks. -I can set short term goals.		
Math 1.3-Uses the attributes of objects for comparison and patterning	-I can match like objects. -I can sort things in different ways. -I can describe objects. -I create and copy simple patterns.	**Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **(Domain) Measurement and Data** **(Custer) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Domain) Measurement and Data** **(Cluster) Describe and compare measurable attributes.** 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]	

		[1] Limit category counts to be less than or equal to 10. **<u>(Domain) Geometry</u>** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **<u>(Domain) Geometry</u>** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **(Cluster) Analyze, compare, create, and compose shapes.** 3. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **<u>(Domain) Measurement and Data</u>** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 2. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] **<u>(Domain) Measurement and Data</u>** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]	
Science 1.1 Explores features of environment through manipulation	-I can use my senses to explore objects. -I can use my words to		

	describe objects.		
Science 1.4-Collects, describes, and records information through a variety of means	-I can group like things. -I can name objects. -I can describe objects. -I can record information in a variety of ways.		
Social Studies 1.5-Demonstrates understanding of the roles and relationships within his/her family and/or community	-I can tell you members of my community. -I can describe my community.		
November	**Fall/Thanksgiving**		
KyECS Benchmarks	Learning Targets	KCAS	Resources
Language Arts 2.1-Engages in active listening in a variety of situations	-I can attend to speaker. -I can follow directions. -I can understand what I listen too.	**(Strand) Speaking and Listening** **(Cluster) Comprehension and Collaboration** 1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **(Cluster) Presentation of Knowledge and Ideas** 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly	Websites with fall and Thanksgiving activities: www.prekinders.com www.pre-kpages.com Books: The Night Before Thanksgiving by Natasha Wing Best Thanksgiving Book ABC Adventures by Pat Whitehead The First Thanksgiving A Turkey For Thanksgiving by Diane de Groat Songs: YouTube -Harry Kindergarten - Four Seasons in a Year, Fall -Ms. Tracy - Mr. Turkey's Turkey Feather

			Video: Everyday Science for Preschoolers Activities: -Leaf Rubbings – Have students sequence leaves by size (small, medium, and large). After they sequence them, they can do a leaf rubbing. (1.4) -Discuss the difference between Thanksgiving in the past and in the present. (English/Language Arts 2.1; Social Studies 1.1)
Math 1.4-Use nonstandard and/or standard units to measure and describe	-I can tell the size of objects. -I can put objects in order by size. -I can measure with standard and non-standard units.	**(Domain) Measurement and Data** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Domain) Counting and Cardinality** **(Cluster) Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 2. Correctly name shapes regardless of their orientations or overall size. **(Domain) Counting and Cardinality** **(Cluster) Count to tell the number of objects** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. • When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger. **(Cluster) Compare Numbers** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] 7. Compare two numbers between 1 and 10 presented as written numerals. [1] Include groups with up to ten objects. **Domain) Counting and Cardinality**	

		(Cluster) Know number names and the count sequence. 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **(Domain) Measurement and Data** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. 2. Correctly name shapes regardless of their orientations or overall size. **(Domain) Counting and Cardinality** **(Cluster) Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	
Health/Mental Wellness 1.4 -Shows a sense of purpose (future-hopefulness)	-I can attend to tasks. -I can set short term goals.		
Social Studies 1.1 – Differentiates between events that happen in the past, present and future	-I can identify the beginning and ending of an event. -I can talk about the present and past. -I can make comparisons. -I can make predictions.		
December	**Celebrations**		
KyECS Benchmarks	Learning Targets	KCAS	Resources

Language Arts 3.2- Show interest and understanding of the basic concepts and conventions of print	-I can hold a book correctly. -I can turn the pages of a book. -I can identify words and pictures in a book. -I can show where to start and stop reading.	**(Strand) Foundational Skills** **(Cluster) Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. **(Cluster) Fluency** 4. Read emergent-reader texts with purpose and understanding. [1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word. **(Strand) Reading** **(Cluster) Craft and Structure (Informational)** 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **(Cluster) Craft and Structure (Literature)** 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **(Cluster) Integration of Knowledge and Ideas (Informational)** 8. With prompting and support, identify the reasons an author gives to support points in a text.	Websites with celebration activities: http://homeschoolcreations.com/TheMittenPrintables.html Books: -The Gingerbread Baby by Jim Aylsworth -The Night Before Christmas -Mr. Willoby's Christmas Tree by Robert Barry -Polar Express by Chris Van Allsburg Songs: -YouTube -S-A-N-T-A -Jingle Bells for Kids (Super Simple Songs) -Who Stole the Cookies from the Cookie Jar? (Students names in jar) Activities: -Write a letter to Santa Claus –LA 3.2 -Sequence story picture cards-Retell "The Gingerbread Man" –LA 3.6 -Sort characters chart(In Story/Not in Story) LA 2.2, 3.6 -Gingerbread Rhyming Game (Dec Packet) -Find the Gingerbread Man (Number Identification Game) -Decorate the Gingerbread Man (Quantifying) -Gingerbread Puzzle (Identify Numbers) -Sequence Presents or Trees by Size -Name Train (tipptoecrafts.com) -Add Gingerbread Cookies to Number Plate (Add Plates) -Ticket Number Punch (I have document) -Hot Chocolate Marshmallow Counting -Believe Toothpick Punch -Stamp the Tree #'s (prekinders) -Reindeer Food (Follow Recipe and Measure

			ingredients) MA 1.4 -Polar Express Packet (Livinglifeintentionally.blogspot.com) : -Number Train Bingo -Letter Bb Train Sort -Train Book -Story Sequence -Gift Sequence by Size
Language Arts 3.6-Tells and retells a story	-I can pretend to read. -I can listen to a story. -I can retell a story. -I can act out a story.	**(Strand) Reading** **(Cluster) Key Ideas and Details (Literature)** 2. With prompting and support, retell familiar stories, including key details. **(Cluster) Key Ideas and Details (Informational)** 2. With prompting and support, identify the main topic and retell key details of a text. **(Cluster) Integration of Knowledge and Ideas (Literature)** 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **(Cluster) Integration of Knowledge and Ideas (Informational)** 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	
Health/Mental Wellness 1.4-Shows a sense of purpose (future-hopefulness)	-I can attend to tasks. -I can set short term goals.		
Math 1.3 - Uses the attributes of objects for comparison and patterning	-I can match like objects. -I can sort things in different ways. -I can describe objects. -I create and copy simple patterns.	**Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **(Domain) Measurement and Data** **(Custer) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	

		<u>(Domain) Measurement and Data</u> **(Cluster) Describe and compare measurable attributes.** 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1] Limit category counts to be less than or equal to 10. **<u>(Domain) Geometry</u>** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 4. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **<u>(Domain) Geometry</u>** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **(Cluster) Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **<u>(Domain) Measurement and Data</u>** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 5. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] **<u>(Domain) Measurement and Data</u>** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one*	

		child as taller/shorter. **(Cluster) Classify objects and count the number of objects in each category.** 6. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]	
January	**Winter/States of Matter**		
KyECS Benchmarks	Learning Targets	KCAS	Resources
Language Arts 3.5 – Draws meaning from pictures, print, and text	-I can use illustrations to retell a story. -I can tell you the meaning of simple words in print.	**(Strand) Reading** **(Cluster) Key Ideas and Details (Literature)** 3. With prompting and support, identify characters, settings, and major events in a story. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **(Cluster) Key Ideas and Details (Informational)** 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **(Cluster) Integration of Knowledge and Ideas (Informational)** 8. With prompting and support, identify the reasons an author gives to support points in a text. **(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Websites with winter and states of matter activities: Books: -The Mitten by Jan Brett -The Hat by Jan Brett -The Snowy Day Ezra Jack Keats -Snowballs by Lois Elhert -The Jacket I Wear in the Snow by Shirley Neitzel Songs: -Youtube: 4 Seasons in a Year Video: -Everyday Science for Preschoolers (Seasons Video Partial View) -5 States of Matter (http://www.youtube.com/watch?v=PjZSMu2SXt4) Winter Activities: -Build a Snowman Dice Game (http://www.toddlerapproved.com/2011/12/build-snowman-dice-game.html) -Mitten's Color Book (homeschoolcreations.com/files/The_Mitten_Printables_Preschool.pdf) LA 3.3, 3.1 -My Kitten's Mitten (Dr. Jean -pg 89)-color & rhyming words LA 3.3 -Snowflakes-cut out

			-Snowman Name (pinterest) LA 3.3 -Make a Snowman Game-shapes (livinglifeintentionally.com) MA 1.2 -Lace Mitten Activity w/characters (www.janbrett.com/pdf/the_mitten_newsnotes_20th_anniversary.pdf) -retell story LA 3.5 -Snowman Picture (seriation) MA 1.3 -Winter Scene-draw picture using chalk and blue paper, write sentence LA 3.5 -Hot Chocolate Marshmallow Counting (number on mug, students place correct # of marshmallows in cup) MA-1.1 -Sid the Science Kid Snowflake Match (http://pbskids.org/sid/fablab_snowflakematch.html) MA 1.3 -Mitten Rhyming Match (Jan. Homework Packet) Lan 3.5 -Snowball Melting Game (Jan. Homework Packet) MA 1.1 -Sorting Mittens & Snowflakes by size and color MA 1.3 States of Matter: Lesson Plans http://www.bigmoviezone.com/filmsearch/movies/teacher_guides/pdf/Molecularium_Teachers Guide.pdf -Water Evaporation (record how long it takes a cup of water in the window to evaporate)-SC 1.4 -Build a Fizz-Inflator-(Becky's pinterest page) SC 1.5 -Snow/No Snow Graph- SC 1.4 -Water Activity: Everday Science Book (pour water in different shaped containers, p[)- SC 1.3,

			SC 1.5 -Freeze & Melt Ice- (identifies objects that influence or affect other objects) SC 1.2 -Oobleck -Gack (borax, glue) -Jello
Math 1.3-Uses the attributes of objects for comparison and patterning	-I can match like objects. -I can sort things in different ways. -I can describe objects. -I create and copy simple patterns.	**<u>Domain) Geometry</u>** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **<u>(Domain) Measurement and Data</u>** **(Custer) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **<u>(Domain) Measurement and Data</u>** **(Cluster) Describe and compare measurable attributes.** 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1] Limit category counts to be less than or equal to 10. **<u>(Domain) Geometry</u>** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 7. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **<u>(Domain) Geometry</u>** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.	

		2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **(Cluster) Analyze, compare, create, and compose shapes.** 5. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **(Domain) Measurement and Data** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 8. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] **(Domain) Measurement and Data** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 9. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]	
Science 1.1 – Explores features of environment through manipulation	-I can use my senses to explore objects. -I can use my words to describe objects.		
Science 1.2 – Investigates simple scientific concepts.	-I can explain why some things happen.		
Science 1.3 – Uses a	-I can use a variety of		

variety of tools to explore the environment	science tools to explore my environment.		
Science 1.4 – Collects, describes and records information through a variety of means	-I can group like things. -I can name objects. -I can describe objects. -I can record information in a variety of ways.		
Science 1.5 – Makes and verifies predictions based on past experiences	-I can ask questions about things I observe. -I can explain what happened and why.		
February	**Health;** **5 Senses**		
KyECS Benchmarks	Learning Targets	KCAS	Resources
Language Arts 2.2-Observes to gain information and understanding	-I can use my senses to explore the environment -I can make comparisons. -I can make predictions and draw conclusions during daily activities.	**(Strand) Reading** **(Cluster) Integration of Knowledge and Ideas (Informational)** 8. With prompting and support, identify the reasons an author gives to support points in a text. **(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ****Math **** **(Domain) Geometry** **(Cluster) Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). ****Math **** **(Domain) Measurement & Data**	Websites with health and five senses activities: Books: -Panda Bear, Panda Bear What Do you Hear? -A Bad Case of the Stripes by David Shannon (storylineonling.net) -My Five Senses by Aliki -What the Sun Sees/What the Moon Sees by Nancy Tafuri Songs: -Five Senses by Dr. Jean (Kiss Your Brain CD) -Five Senses (Mailbox) -If You're a Kid Dental Version (Harry Kindergarten-youtube)

		(Cluster) Describe and compare measurable attributes. Directly compare two objects with a measureable attribute in common, to see which object has "more of"/"less than" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	Health Activities: -Clean an Egg-soak eggs overnight in brown pop, clean eggs with toothbrush SC 1.2 - Add teeth to mouth (Becky's pinterest) MA 1.1 -Clean Hands-pretend to sneeze glitter in hands, shake each students hands, have students use proper washing technique SC 1.1, 1.2 -Measure Height-Have students measure each other using tape measures, blocks, record data SC 1.3, 1.4 -Good & Bad Food Sorting (pinterest) MA 1.3 Five Senses Activities: -Taste –Have students taste various foods that are sweet, sour, bitter, salty. Record which taste each item has. SC 1.4 -Vision-What's Missing?-Show various objects, have students close their eyes, remove an object, student recall missing object -Mr. Potato Head Five Senses Picture (pinterest) SC 1.2 -Vision-Pin the Tail on the Donkey (compare with and without blindfold) SC 1.1 -Hearing-Sound Bingo (http://www.lessonsense.com/game/sound-bingo/) -Five Senses Online Game (http://pbskids.org/sid/isense.html) -Smell-place various items in small cups, place paper over top opening, students guess what's inside. SC 1.2
Science 1.1 – Explores features of environment through manipulation	-I can use my senses to explore objects. -I can use my words to describe objects.		

Science 1.2 – Investigates simple scientific concepts.	-I can explain why some things happen.		
Science 1.3 – Uses a variety of tools to explore the environment	-I can use a variety of science tools to explore my environment.		
Science 1.4 – Collects, describes and records information through a variety of means	-I can group like things. -I can name objects. -I can describe objects. -I can record information in a variety of ways.		
Math 1.3 - Uses the attributes of objects for comparison and patterning	-I can match like objects. -I can sort things in different ways. -I can describe objects. -I create and copy simple patterns.	**Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **(Domain) Measurement and Data** **(Custer) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Domain) Measurement and Data** **(Cluster) Describe and compare measurable attributes.** 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.**	

		3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1] Limit category counts to be less than or equal to 10. **<u>(Domain) Geometry</u>** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 10. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **<u>(Domain) Geometry</u>** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **(Cluster) Analyze, compare, create, and compose shapes.** 6. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **<u>(Domain) Measurement and Data</u>** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 11. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] **<u>(Domain) Measurement and Data</u>** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 12. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1]	

March	**Dr. Seuss**		
KyECS Benchmarks	Learning Targets	KCAS	Resources
Language Arts 3.1- Listens to and responds to reading material with interest and enjoyment	-I can listen to and retell a story. -I can demonstrate my feelings about a story. -I can tell my favorite part of the story. -I can tell my favorite character in the story.	**(Strand) Reading** **(Cluster) Key Ideas and Details (Literature)** 1. With prompting and support, ask and answer questions about key details in a text. **(Cluster) Key Ideas and Details (Informational)** 1. With prompting and support, ask and answer questions about key details in a text. **(Cluster) Craft and Structure (Literature)** 4. Ask and answer questions about unknown words in a text. **(Cluster) Craft and Structure (Informational)** 4. With prompting and support, ask and answer questions about unknown words in a text. **(Cluster) Range and Level of Text Complexity (Literature Informational)** 10. Actively engage in group reading activities with purpose and understanding.	-An Author-Students will be given a writing prompt, each student will add to the story and draw a picture for their part. LA 4.1, 4.2 , 4.3 -Oobleck SC 1.3, 1.4, 1.5 -Rhyming Hat (pinterest)LA 3.4, MA 1.3 -Goldfish Counting (pinterest) MA 1.1 -Go Fish Game (http://www.everythingpreschool.com/themes/drseuss/games.htm) Make shapes on the fish MA 1.2 -Shape Matching Game (http://www.abcya.com/shapes_geometry_game.htm) (http://www.sheppardsoftware.com/preschool/ngames/shapes.htm) MA 1.2 -Sorting large and small Yertle the Turtles (Teachers Pay Teachers) -Dr. Seuss Literacy Packet (Teachers Pay Teachers) -Foot Addition Dominos (Monica's Powerpoint) -Measuring Footprints with non-standard units. -Make Dr. Seuss hats with red and white strips of paper. Children make their own pattern with the strips.
Language Arts 3.2- Show interest and understanding of the basic concepts and conventions of print	-I can hold a book correctly. -I can turn the pages of a book. -I can identify words and pictures in a book. -I can show where to start and stop reading.	**(Strand) Foundational Skills** **(Cluster) Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. **(Cluster) Fluency** 4. Read emergent-reader texts with purpose and understanding. [1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	

		(Strand) Reading **(Cluster) Craft and Structure (Informational)** 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **(Cluster) Craft and Structure (Literature)** 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **(Cluster) Integration of Knowledge and Ideas (Informational)** 8. With prompting and support, identify the reasons an author gives to support points in a text.	
Language Arts 3.4- Demonstrates emergent phonemic/phonological awareness	-I can recognize rhyming words. -I can recognize sounds that match. -I can identify letter sounds. -I can identify beginning sounds. -I can break words in to smaller segments.		
Science 1.3 – Uses a variety of tools to explore the environment	-I can use a variety of science tools to explore my environment.		
Science 1.4 – Collects, describes and records information through a variety of means	-I can group like things. -I can name objects. -I can describe objects. -I can record information in a variety of ways.		
Science 1.5 – Makes and verifies predictions based on past	-I can ask questions about things I observe. -I can explain what		

experiences	happened and why.		
Math 1.2 – Recognized and describes shapes and spatial relationships	-I can identify basic shapes (triangle, square, rectangle, diamond, circle, oval, star, heart). -I work a puzzle. -I can find shapes in my environment.	**<u>(Domain) Geometry</u>** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 2. Correctly name shapes regardless of their orientations or overall size. **<u>Domain) Geometry</u>** **(Cluster) Analyze, compare, create, and compose shapes.** 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"* **<u>(Domain) Geometry</u>** **(Cluster) Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). 6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with* *full sides touching to make a rectangle?"* **<u>(Domain) Geometry</u>** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **<u>(Domain) Measurement and Data</u>** **(Cluster) Describe and compare measurable attributes.** 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1] Limit category counts to be less than or equal to 10. **<u>(Domain) Geometry</u>** **(Cluster) Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	

		6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"* **(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. **(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 7. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.	
April	**Farm (Depending on when Easter falls; Farm will be done in conjunction with Easter)**		
KyECS Benchmarks	Learning Targets	KCAS	Resources
Language 4.1- Understands that the purpose of writing is communication	-I can write to convey messages to others.	**(Strand) Writing** **(Cluster) Production and Distribution of Writing** 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. **(Strand) Foundational Skills** **(Cluster) Fluency** 4. Read emergent-reader texts with purpose and understanding. [1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	Websites with farm units: - http://www.2teachingmommies.com/2011/09/on-farm-expanded.html http://www.1plus1plus1equals1.com/FarmTotBook.html http://www.prekinders.com/farm-theme/ Books: -Farm Flu by Teresa Bateman -Little Rabbit's First Farm Book by Alan Baker -DK Readers Farm Animals -The Little Red Hen by Susanna Davidson -Buzz Said the Bee by Wendy Lewison -Who Took The Farmer's Hat by Joan L. Nodset -The Grumpy Morning by Pamela Duncan Edwards -Click Clack Moo, Cows That Type

			-Big Red Barn by Margaret Wise Brown -Eric Carle –Around the Farm The Little Red Hen Ice-Cream Cows and Mitten Sheep Songs: -Old MacDonald Had a Farm -Harry Kindergarten…on YouTube -Chicken Counting Fun …You Tube -Animal Sound Song…You Tube -Old Mac Donald had a farm… on his farm he had a (A) (Letter sounds instead of animal sounds.) -Dr. jean color farm (YouTube) Activities: -Measure with Non-Standards Units: Students use farms animal manipulatives to measure farm items. For example students might measure a barn, tractor, and a toy cow. Students would use the same manipulative to measure each object; measure barn with ducks, measure tractor with cows, etc. or they can use the same manipulative to measure them all. (Math 1.1, 1.4) -Farm Graphing: After measuring the farm items, students graph how long each item was by placing their animal manipulates on the graph. I once used farm animal stickers to fill in the graph; if they measured with ducks they put duck stickers on their graph. (Math 1.1, 1.4) -Use Measuring Worms from scholastic for non-standard units. Comes with laminated ruler with inches. Hens eat worms. (Math 1.1, 1.4) -Journals (Language 4.1) -Pre-K Pages Math Packets (Teacher's Pay Teachers) Math 1.1 -Roll and graph farm game (Math Packet) Math 1.1

			-Animal farm race game (Math Packet)Math 1.1 -Piggy bank mat – use with pennies, roll dice and add up totals to put pennies on the mats. Math 1.1 -Pre-K Pages Literacy Packets (Teacher's Pay Teachers)
Language Arts 3.6-Tells and retells a story	-I can pretend to read. -I can listen to a story. -I can retell a story. -I can act out a story.	**(Strand) Reading** **(Cluster) Key Ideas and Details (Literature)** 2. With prompting and support, retell familiar stories, including key details. **(Cluster) Key Ideas and Details (Informational)** 2. With prompting and support, identify the main topic and retell key details of a text. **(Cluster) Integration of Knowledge and Ideas (Literature)** 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **(Cluster) Integration of Knowledge and Ideas (Informational)** 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	
Math 1.1 - Demonstrates an understanding of numbers and counting **Math1.3** – Uses the attributes of objects for comparison and patterning.	-I can (rote) count to 10 and beyond. -I can count 10 or more objects.	**(Domain) Counting and Cardinality** **(Cluster) Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. c) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. d) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. **(Domain) Counting and Cardinality** **(Cluster) Count to tell the number of objects.** 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **(Cluster) Compare numbers.** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] [1] (Include groups with up to ten objects.) **(Domain) Counting and Cardinality**	

		(Cluster) Compare numbers. 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] [1] (Include groups with up to ten objects.) **<u>(Domain) Measurement & Data</u>** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Cluster) Classify objects and count the number of objects in each category.** 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[1] [1] Limit category counts to be less than or equal to 10. **<u>Domain) Counting and Cardinality</u>** **(Cluster) Count to tell the number of objects.** 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **(Cluster) Compare numbers.** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] [1] (Include groups with up to ten objects.) **<u>(Domain) Counting and Cardinality</u>** **(cluster) Count to tell the number of objects.** 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **<u>(Domain) Counting and Cardinality</u>** **(Cluster) Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. **<u>(Domain) Counting and Cardinality</u>** **(Cluster) Count to tell the number of objects.** 8. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **<u>(Domain) Counting and Cardinality</u>** **(Cluster) Count to tell the number of objects.** 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	

Math 1.4 - Use nonstandard and/or standard units to measure and describe	-I can tell the size of objects. -I can put objects in order by size. -I can measure with standard and non-standard units.	**<u>(Domain) Measurement and Data</u>** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **<u>(Domain) Counting and Cardinality</u>** **(Cluster) Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **<u>(Domain) Geometry</u>** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 2. Correctly name shapes regardless of their orientations or overall size. **<u>(Domain) Counting and Cardinality</u>** **(Cluster) Count to tell the number of objects** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. • When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger. **(Cluster) Compare Numbers** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] 7. Compare two numbers between 1 and 10 presented as written numerals. [1] Include groups with up to ten objects. **<u>Domain) Counting and Cardinality</u>** **(Cluster) Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **<u>(Domain) Measurement and Data</u>** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see	

		which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **(Domain) Geometry** **(Cluster) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*. 2. Correctly name shapes regardless of their orientations or overall size. **(Domain) Counting and Cardinality** **(Cluster) Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	
May	**Spring (insects, flowers/plants)**		
KyECS Benchmarks	Learning Targets	KCAS	Resources
Language Arts 4.3- Explores the physical aspects of writing	-I can hold a pencil correctly. -I can demonstrate where to start and stop writing	**(Strand) Writing** **(Cluster) Production and Distribution of Writing** 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **(Strand) Foundational Skills** **(Cluster) Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet. **(Strand) Speaking and Listening** **(Cluster) Presentation of Knowledge and Ideas** 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Pony Beads Kite Games for Math Pony Bead Kites are a fun way for preschool and kindergarten children to learn basic math concepts in a hands-on way! Pony Bead Kites Materials needed: 2 blank foam, wood, or plastic cubes, permanent marker (for labeling the cubes), Wikki Stix or pipe cleaners (one per student playing), tape (if using pipe cleaners), assorted pony beads, small cups (cupcake liners

			work great), white paper, scissors, and crayons/markers. Prior to the game: Label one blank cube with dots to represent the numbers 1-6 on each of the six sides (a game die can also be used). Label the second blank cube with either a (-1) or a (+1) on each side. Have each child draw a kite shape on a piece of paper, color the kite, and cut it out (the Kites Template linked below can also be used). The children can then tape the kite shape to the top of a pipe cleaner (if using Wikki Stix, no tape will be necessary). Set out small cups with assorted colors of pony beads for the children to use as counters. -Easter Rhyming Die Setting: Small Group, Literacy Centers Materials: Easter vocabulary picture cards, pocket cube die, recording sheet, Do a Dot markers Directions: Print the Easter vocabulary picture cards (http://www.pre-kpages.com/springanimals/) and cut apart. Place the pictures in the pocket die. Give each student in your small group a recording sheet and a do a dot marker. Students will take turns rolling the die, identifying the picture shown and give a rhyming word. When a student gives a correct rhyming word they can mark the picture on their recording sheet. Be careful if you use the word duck in this game. -Easter Syllables Setting: Small Group, Literacy Centers Objective: Syllables Materials: Easter vocabulary picture cards (http://www.pre-kpages.com/springanimals/), 3

			Easter baskets, permanent marker Directions: Write one number on each basket, 1-3. Seat the students in your small group around a table and place the three baskets in the middle of the table. Students will take turns selecting Easter vocabulary cards, identifying the number of syllables in each word, and placing the card in the basket with the corresponding number. For example, the word "egg" would go in the basket with the number one written on it because egg only has one syllable. -Upper and Lower Case Egg Matching Setting: Small Group, Literacy Centers Objective: Matching upper to lowercase Materials: Plastic Easter eggs, permanent marker, 1 Easter basket, recording sheet, markers or do a dot markers Directions: Use your permanent marker to write the upper and lowercase letters on each egg. Take the eggs apart and place in an Easter basket. Give each student in your group a recording sheet. Students will locate and reassemble the eggs with the matching letters (upper to lowercase) and record their finds on their recording sheet. -Letter Matching Setting: Small Group, Literacy Centers Objective: Upper and lowercase letter identification/matching Materials: magnetic letters, permanent marker, laminating film, egg accents Directions: Write uppercase letters on the egg accents with a permanent marker. Laminate the eggs for durability. Place magnetic letters in a bowl or basket in the middle of the table so they are easily accessible to all students. Students will select an egg mat and find the corresponding

			lowercase letter to match. -Jelly Bean Math - http://www.simplycenters.com/2012/04/jelly-bean-math-activities-freebie.html -Kite math - http://www.littlefamilyfun.com/2013/04/kite-counting-math-activity-for.html -Flower math - http://www.notimeforflashcards.com/2010/07/flower-math-activity.html -Easter Egg letter matching ($3.75)- http://www.teacherspayteachers.com/Product/Easter-Egg-Matching-Beginning-Sounds-616114 -Flower letter matching - http://www.havingfunathome.com/2011/05/letter-matching-board.html -Flower shape activity - http://b-inspiredmama.com/2013/04/felt-shape-flowers-activity/ -Sandpaper & felt shape activity - http://www.notimeforflashcards.com/2013/03/sandpaper-and-felt-shape-matching.html Gross Motor Activities http://preschoolalphabet.blogspot.com/search/label/Insects -Shapes http://www.teachpreschool.org/2013/10/exploring-all-kinds-of-shapes-with-salt-box-drawing/#ixzz2iIzIfklp http://www.teacherspayteachers.com/Product/FREE-Marshmallow-Shapes-Shape-Building-648087

			-Fine Motor Skills http://edsnapshots.com/2012/08/learning-to-write-numbers-and-free/?spref=fb -Name http://www.toddlerapproved.com/2010/03/name-egg-hunt.html -Weather http://www.teacherspayteachers.com/Product/Weather-Roll-Say-Keep-Alphabet-Center-Game-and-Printables-1028134
Math 1.1 - Demonstrates an understanding of numbers and counting	-I can (rote) count to 10 and beyond. -I can count 10 or more objects.	**(Domain) Counting and Cardinality** **(Cluster) Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. e) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. f) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. **(Domain) Counting and Cardinality** **(Cluster) Count to tell the number of objects.** 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. **(Cluster) Compare numbers.** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] [1] (Include groups with up to ten objects.) **(Domain) Counting and Cardinality** **(Cluster) Compare numbers.** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1] [1] (Include groups with up to ten objects.) **(Domain) Measurement & Data** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	

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Math 1.4 - use non-standard and/or standard units to measure and describe	-I can tell the size of objects. -I can put objects in order by size. -I can measure with standard and non-standard units.	**<u>(Domain) Measurement and Data</u>** **(Cluster) Describe and compare measurable attributes.** 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **<u>(Domain) Counting and Cardinality</u>** **(Cluster) Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	

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Science 1.1 – Explores features of environment through manipulation	-I can use my senses to explore objects. -I can use my words to describe objects.		
Science 1.2 – Investigates simple scientific concepts.	-I can explain why some things happen.		
Science 1.3 – Uses a variety of tools to explore the environment	-I can use a variety of science tools to explore my environment.		
Science 1.4 – Collects, describes and records information through a variety of means	-I can group like things. -I can name objects. -I can describe objects. -I can record information in a variety of ways.		
Standards embedded in daily routines:			
Arts & Humanities 1.1 – develops skills in and appreciation of visual arts	-I can visual artworks.		
Arts & Humanities 1.2 – develops skills in and	-I can use my body act out songs and movement.		

appreciation of dance			
Arts & Humanities 1.3 – develops skills in and appreciation of music	-I can use my senses to respond to music.		
Arts & Humanities 1.4 – develops skills in and appreciation of drama	-I can use my body act out songs, drama, and movement		
Social Studies 1.2: Uses environmental clues and tools to understand surroundings	-I can describe various objects in my environment.		
Physical Education 1.1 - Performs a variety of locomotor skills with control and balance	-I can • Walk • Run • Skip • Gallop with skill and coordination, balance, and control.		
Physical Education 1.2 - Performs a variety of non-locomotor skills with control and balance	-I can stand on one foot for 10 seconds. -I can use my body push, pull and twist with coordination and control.		
Physical Education 1.3: - Combines a sequence of several motor skills with control and	-I can walk up and down stairs with alternating feet. -I can explore a variety of		

balance	gross motor movements.		
Physical Education 1.4 -Performs fine motor tasks using eye-hand coordination	-I can explore and manipulate objects in a variety of ways. -I use tools appropriately. -I can participate in activities that strengthen my fine motor muscles. -I can use my fingers and hands to perform small tasks.		

Activities that could be used for any unit:

Fine Motor

Make a design using dots, on any color paper. Have students poke through the paper with a toothpick to create the design.

Literacy

Who Took the _____ from the _____? - Write each child's name on a theme shaped cut-out, putting the first letter of their name on the back. As you sing the song, the children look for their name. For example, names are on a pumpkin….you sing, "Who took the pumpkin from the pumpkin patch?" You say the child's name and then flip it over and sing, "…and Lexi starts with 'L', and 'L' says /l/."

Miss. Tracy's songs on YouTube.