



BAY MILLS
COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

October 9, 2019

Jill Thompson
Michigan Department of Education
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909

Dear Ms. Thompson:

Enclosed please find Contract Amendment No. 5 for Detroit Community Schools. If you have any questions, please contact me (906) 248-8446.

Sincerely,

A handwritten signature in cursive script that reads "Mariah Wanic".

Mariah Wanic, Assistant Director

Cc: Nancy Berkompas, Superintendent

CONTRACT AMENDMENT NO. 5

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND

DETROIT COMMUNITY SCHOOLS
(PUBLIC SCHOOL ACADEMY)

CONTRACT AMENDMENT NO. 5

DETROIT COMMUNITY SCHOOLS


In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by the BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS ("College Board") to DETROIT COMMUNITY SCHOOLS ("Academy") on July 1, 2014 ("Contract"), the parties agree to amend the Contract as follows:

A. Amend Curriculum for the 2019-2020 Academic School Year.


1. Amend Contract Schedule 7d: Curriculum, by adding at the end of that schedule the Young 5's curriculum attached as Exhibit 1.

The changes identified in this Section A shall have an effective date of August 1, 2019.

This amendment is hereby approved by the College Board and the Academy through their authorized designees and shall have effective dates as set forth above.


By: Michael C. Parish, President
Bay Mills Community College
Designee of the College Board

Dated: 9-13-19


By: Patrick Devlin, President
Detroit Community Schools
Designee of the Academy

Dated: 9/18/2019

Exhibit 1



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
Unit 1, Week 1 Who We Are	Alphabet Song Phonemic Awareness: Environmental Sounds Print Awareness: Environmental Print High-Frequency Word: l	<i>Llama, Llama Misses Mama</i> by Anna Dewdney <i>Ollie's School Day</i> by Stephanie Calmenson and Abby Carter Nursery Rhyme: <i>Mary Had a Little Lamb</i>	Introduction to Materials and Procedures (Note: Each week, teacher creates a chart with students to organize theme-related data. While children are exploring centers, teachers use narrating, revoicing, and asking open-ended questions to develop mathematical understandings and problem-solving skills)	Our Five Senses Be a Scientist/ Exploring Pumpkins	What About Me? I Live in America (national symbols)	Literacy Through Music: Hokey Pokey Social-Emotional: Caring for Ourselves (Rules and Limits) (Mister Rogers) Flip Chart: A Friendly Classroom Social-Emotional Book: <i>I Learn and Play in School (listening)</i> Health and Safety: Brushing Teeth	Transitional K and Advanced Learners (Kindergarten Standards coverage) Assess Letter Knowledge; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It 3-Year-Olds and Extra Support (developmentally appropriate practices) Introduce Alphabet; Name—First letter; Draw About It; Oral Language; Let's Explore Together English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Preteach Basic Words; Oral Language; Talk About It; Draw and Write About It Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD
Unit 1, Week 2 Who We Are	Alphabet Song Phonemic Awareness: Distinguish Sounds Print Awareness: Print Conveys Meaning High-Frequency Words: l, a My Word Book (Book 1)	<i>If You're Happy</i> by Randall de Seve <i>Green Is a Chile Pepper</i> by Roseanne Greenfield Thong and John Parra Nursery Rhyme: <i>Wee Willie Winkie</i>	Count verbally, explore math manipulatives Day 1: Fingerplay Day 2: Count and clap to 10 Day 3: Count objects in the room up to 2, explore counters and observe Day 4: Count and hop or march Day 5: Fingerplay	Our Five Senses 5 Senses Song: <i>Use Your Senses</i>	What About Me? Our Flag (Pledge of Allegiance)	Literacy Through Music: Hokey Pokey Social-Emotional: Caring for Ourselves (Take Your Time) (Mister Rogers) Flip Chart: Our Class Rule: Clean Up Social-Emotional Book: <i>I Learn and Play in School (Showing Kindness)</i> Health and Safety: Body Parts and Functions	Transitional K and Advanced Learners (Kindergarten Standards coverage) Assess Letter Knowledge; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It 3-Year-Olds and Extra Support (developmentally appropriate practices) Introduce Alphabet; Name—First letter; Draw About It; Oral Language; Let's Explore Together English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Preteach Basic Words; Oral Language; Talk About It; Draw and Write About It Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 1, Week 3 Who We Are</p>	<p>Alphabet Song</p> <p>Phonemic Awareness: Distinguish Sounds</p> <p>Print Awareness: Distinguish Print from Pictures</p> <p>High-Frequency Word: see</p>	<p><i>Always, Sometimes, Never</i> by Ellen Tarlow</p> <p><i>ABC I Like Me!</i> by Nancy Carlson</p> <p>Classic Tale: <i>The Knee-High Man</i></p>	<p>Counting, make small groups, explore materials</p> <p>Day 1: My age—number with fingers, arms, legs; count and move</p> <p>Day 2: Find groups of 2</p> <p>Day 3: Find groups of 2</p> <p>Day 4: Show counters, children match with fingers</p> <p>Day 5: Show counters, children match with fingers</p>	<p>Our Five Senses</p> <p>Look Again (Observe Closely)</p>	<p>What About Me?</p> <p>Cultural Diversity/My Culture</p> <p>Reading in Social Studies</p>	<p>Social-Emotional: Caring for Ourselves (Mister Rogers)</p> <p>Flip Chart: Making and Keeping Friends</p> <p>Social-Emotional Book: <i>I Learn and Play in School (Following Rules)</i></p> <p>Health and Safety: Body Parts and Functions</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Assess Letter Knowledge; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Introduce Alphabet; Name—First letter; Draw About It; Oral Language; Let's Explore Together</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Preteach Basic Words; Oral Language; Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 1, Week 4 Who We Are</p>	<p>Alphabet Song</p> <p>Phonemic Awareness: Review</p> <p>Print Awareness: Review</p> <p>High-Frequency Words: see</p> <p>Theme Book 1: I See Me</p>	<p>Teacher's Choice</p> <p>Classic Tale: <i>Timimoto</i></p>	<p>Counting and producing small groups, recognizing equal groups, duplicate rhythmic patterns</p> <p>Day 1: Compare numbers (items in a row)</p> <p>Day 2: Demo counting (3)</p> <p>Day 3: Demo counting (4)</p> <p>Day 4: Demo counting (5)</p> <p>Day 5: Simon Says with numbers, read counting book</p>	<p>Our Five Senses</p> <p>Describing Objects</p> <p>Song: <i>Fuzzy Wuzzy</i></p>	<p>Fieldtrip: Historic Museum</p>	<p>Social-Emotional: Caring for Ourselves (Mister Rogers)</p> <p>Flip Chart: Helping One Another</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Assess Letter Knowledge; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Introduce Alphabet; Name—First letter; Draw About It; Oral Language; Let's Explore Together</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Preteach Basic Words; Oral Language; Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 2, Week 1 Making Friends</p>	<p>Aa</p> <p>Phonemic Awareness: Syllables</p> <p>Print Awareness: Concept of a Word</p> <p>High-Frequency Word: like</p> <p>My Word Book (Book 2)</p>	<p><i>Friends All Around</i> by Miela Ford</p> <p><i>The Blue Chameleon</i> by Emily Gravett</p> <p>Classic Tale: <i>The Bremen Town Musicians</i></p>	<p>Matching shapes, counting (warm-up and incorporate)</p> <p>Day 1: Match shapes</p> <p>Day 2: Circles</p> <p>Day 3: Squares</p> <p>Day 4: Find shapes, squares and circles</p> <p>Day 5: Circle or not?—sort circles and squares</p>	<p>What Does a Scientist Do?</p> <p>Be a Scientist: Feel the Difference (Rocks)</p>	<p>Why Are Rules Important?</p> <p>Friends Share</p>	<p>Literacy Through Music: Jack and Jill, Looby Loo</p> <p>Social-Emotional: Sharing and Working Together (What Belongs to Everyone?) (Mister Rogers)</p> <p>Flip Chart: How Can I Help in School?</p> <p>Social-Emotional Book: <i>I Work and Play With Others (sharing)</i></p> <p>Health and Safety: Playground Safety</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 2, Week 2 Making Friends</p>	<p>Mm</p> <p>Phonemic Awareness: Rhyme</p> <p>Print Awareness: Directionality</p> <p>High-Frequency Words: like</p>	<p><i>Being Friends</i> by Karen Beaumont</p> <p><i>How Do Dinosaurs Play with Their Friends?</i> by Jane Yolen and Mark Teague</p> <p>Nursery Rhyme: <i>This Is the House That Jack Built</i></p>	<p>2-D shapes, subitizing</p> <p>Day 1: Triangle</p> <p>Day 2: Counting—children see and name number, make 3 shapes with found objects</p> <p>Day 3: Rectangle</p> <p>Day 4: Counting—children see and name number, make 3 shapes with found objects</p> <p>Day 5: Shape hunt</p>	<p>What Does a Scientist Do?</p> <p>Predicting</p>	<p>Why Are Rules Important?</p> <p>Follow the Rules</p>	<p>Social-Emotional: Emotional: Sharing and Working Together (Job Squads) (Mister Rogers)</p> <p>Flip Chart: We All Need Friends</p> <p>Social-Emotional Book: <i>I Work and Play With Others (Making Plans)</i></p> <p>Health and Safety: Home Safety</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 2, Week 3 Making Friends</p>	<p>Ss</p> <p>Phonemic Awareness: Initial Sounds</p> <p>Print Awareness: Concept of a Letter</p> <p>High-Frequency Word: we, to</p>	<p><i>Virgil & Owen</i> by Paulette Bogan</p> <p><i>ABC for You and Me</i> by Meg Girnis</p> <p>Classic Tale: <i>The Clever Jackal</i></p>	<p>Count objects, produce small groups, compare and order</p> <p>Day 1: Add counters to plate based on number stated (5)</p> <p>Day 2: Roll number cube and match to counters</p> <p>Day 3: Add counters to plate based on number stated (5)</p> <p>Day 4: Count and move in patterns (clap, clap, clap, hop)</p> <p>Day 5: 5 Fingerplay</p>	<p>What Does a Scientist Do?</p> <p>Sort and Classify</p> <p>Song: <i>You Can Sort</i></p>	<p>Why Are Rules Important?</p> <p>Cooperating, Negotiating, and Compromising</p> <p>Reading in Social Studies</p>	<p>Social-Emotional: Sharing and Working Together (Mister Rogers)</p> <p>Flip Chart: Taking Care of Our Classroom</p> <p>Social-Emotional Book: <i>I Work and Play With Others (Cooperating)</i></p> <p>Health and Safety: Community Safety</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 2, Week 4 Making Friends</p>	<p>Pp</p> <p>Phonemic Awareness: Review</p> <p>Print Awareness: Review</p> <p>High-Frequency Words: we, to</p> <p>Theme Book 2: <i>We Are Friends</i></p>	<p>Teacher's Choice</p> <p>Classic Tale: <i>Little Red Riding Hood</i></p>	<p>Count to find "how many?" and compare amounts</p> <p>Day 1: Numeral 1 (jump number, show how to write number)</p> <p>Day 2: Numeral 2</p> <p>Day 3: Numeral 3</p> <p>Day 4: Numeral 4</p> <p>Day 5: Numeral 5</p>	<p>Position</p>	<p>Fieldtrip: Principal's Office</p>	<p>Social-Emotional: Sharing and Working Together (Mister Rogers)</p> <p>Flip Chart: Work and Play Together</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 3, Week 1 Families</p>	<p>Tt</p> <p>Phonemic Awareness: Initial Sounds</p> <p>Print Awareness: Uppercase Letters (names)</p> <p>High-Frequency Word: the</p> <p>My Word Book (Book 3)</p>	<p><i>Families</i> by Shelley Rotner</p> <p><i>Looking for Bongo</i> by Eric Velazques</p> <p>Classic Tale: <i>The Three Bears</i></p>	<p>Counting, compare numbers</p> <p>Day 1: Numeral 6, verbally count to 10</p> <p>Day 2: Review Numerals</p> <p>Day 3: Number book</p> <p>Day 4: What's My Number?</p> <p>Day 5: Review</p>	<p>At My House</p> <p>Be a Scientist/Magnets Stick to Some Things</p>	<p>What Is Your Home Like?</p> <p>My Home</p>	<p>Literacy Through Music: Mary Wore Her Red Dress, If You're Happy</p> <p>Social-Emotional: Expressing Our Feelings (Saying "I Am Sorry") (Mister Rogers)</p> <p>Flip Chart: Be Proud of What You Can Do</p> <p>Social-Emotional Book: <i>I Have Feelings (happy)</i></p> <p>Health and Safety: Medicine Safety</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 3, Week 2 Families</p>	<p>ii</p> <p>Phonemic Awareness: Rhyme</p> <p>Print Awareness: Word Spaces</p> <p>High-Frequency Words: the</p>	<p><i>All the World</i> by Liz Garton Scanlon and Marla Frazee</p> <p><i>Big Box of Shapes</i> by Wiley Blevins</p> <p>Nursery Rhyme: <i>Diddle, Diddle, Dumpling</i></p>	<p>Shapes, counting, reading numerals</p> <p>Day 1: Create a shape book with 4 shapes learned</p> <p>Day 2: Count items, place onto table, children quietly count and name number</p> <p>Day 3: What Shape Is It?—show found objects and pictures</p> <p>Day 4: Numeral Card: show, then jump number, Review shapes: Is it a square?—child holds up matching shape</p> <p>Day 5: Repeat above</p>	<p>At My House</p> <p>We Have Plants</p> <p>Reading in Science</p>	<p>What Is Your Home Like?</p> <p>Around the World</p>	<p>Social-Emotional: Expressing Our Feelings (Feeling Angry) (Mister Rogers)</p> <p>Flip Chart: All About Feelings</p> <p>Social-Emotional Book: <i>I Have Feelings (sad)</i></p> <p>Health and Safety: Healthy Habits—Preventing Infections</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 3, Week 3 Families</p>	<p>Nn</p> <p>Phonemic Awareness: Syllables</p> <p>Print Awareness: Match Words</p> <p>High-Frequency Word: are</p>	<p><i>Pecan Pie Baby</i> by Jacqueline Woodson and Sophie Blackall</p> <p><i>Birthday Basket for Tia</i> by Pat Mora</p> <p>Classic Tale: <i>The Rooster That Went to Tio's Wedding</i></p>	<p>Shapes, counting</p> <p>Day 1: I Spy with shapes (3 sides), walk a shape path</p> <p>Day 2: Shape sort, count to 10</p> <p>Day 3: Stand on shape named</p> <p>Day 4: Shape sort, count to 10</p> <p>Day 5: Stand on shape named</p>	<p>At My House</p> <p>Is It Day or Night?</p> <p>Sun and Shadows</p> <p>Song: <i>Day Sky and Night Sky</i></p>	<p>What Is Your Home Like?</p> <p>Family History</p> <p>Reading in Social Studies</p>	<p>Literacy Through Music: Mary Wore Her Red Dress, If You're Happy</p> <p>Social-Emotional: Expressing Our Feelings (Mister Rogers)</p> <p>Flip Chart: Things I can Do</p> <p>Social-Emotional Book: <i>I Have Feelings (mad)</i></p> <p>Health and Safety: Healthy Habits—Preventing Infestations</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 3, Week 4 Families</p>	<p>Cc</p> <p>Phonemic Awareness: Review</p> <p>Print Awareness: Review</p> <p>High-Frequency Word: are</p> <p>Theme Book 3: <i>We Are a Family</i></p>	<p>Teacher's Choice</p> <p>Classic Tale: <i>The Crocodile and the Hen</i></p>	<p>Counting, reading numerals</p> <p>Day 1: Show counters, name number, match to numeral card 1-6</p> <p>Day 2: Numeral 7</p> <p>Day 3: Count and move to 10</p> <p>Day 4: Numeral 8</p> <p>Day 5: Count and move to 10</p>	<p>At My House</p> <p>Heat and Light</p> <p>Using Energy and Electricity</p>	<p>Fieldtrip: Neighborhood Walk</p>	<p>Social-Emotional: Expressing Our Feelings (Mister Rogers)</p> <p>Flip Chart: Family Time</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 4, Week 1 Food</p>	<p>Oo</p> <p>Phonemic Awareness: Syllables</p> <p>Print Awareness: Uppercase Letters</p> <p>High-Frequency Word: my</p> <p>My Word Book (Book 4)</p>	<p><i>Yummy! Good Food Makes Me Strong</i> by Shelly Rotner</p> <p><i>The Apple Pie that Papa Baked</i> by Lauren Thompson</p> <p>Classic Tale: <i>The Little Red Hen</i></p>	<p>Numerals, counting</p> <p>Day 1: Numeral 9 Day 2: Mix-up verbal counting Day 3: Numeral 10 Day 4: Numerals 1-10 Day 5: Fingerplay</p>	<p>Mixing and Growing</p> <p>Be a Scientist/From Seed to Sprout</p> <p>Song: <i>What Plants Need</i></p>	<p>Where Does Food Come From?</p> <p>From Farm to Table</p>	<p>Literacy Through Music: Little Miss Muffet, Apple and Bananas</p> <p>Social-Emotional: Proud to Be Growing (Using Silverware) (Mister Rogers)</p> <p>Flip Chart: Working with Friends</p> <p>Social-Emotional Book: <i>I Can Do It</i> (strong self-concept—compare now things to things long ago that you couldn't do)</p> <p>Health and Safety: Washing Hands</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 4, Week 2 Food</p>	<p>Ff</p> <p>Phonemic Awareness: Initial Sounds</p> <p>Print Awareness: Word Spaces</p> <p>High-Frequency Word: my</p>	<p><i>Chew, Chew, Gulp!</i> by Jarrett Krosoczka</p> <p><i>Plants Feed Me</i> by Lizzy Rockwell</p> <p>Nursery Rhyme: <i>Pease-Porridge Hot</i></p>	<p>Counting, ordering numbers, patterns and lengths</p> <p>Day 1: Build linking cubes specific number (count and move each day) Day 2: Build linking cubes specific number Day 3: Order numeral cards 1-5 Day 4: Order dot cards 1-5 Day 5: Fingerplay</p>	<p>Mixing and Growing</p> <p>Matter Changes</p>	<p>Where Does Food Come From?</p> <p>Food Jobs</p>	<p>Social-Emotional: Proud to Be Growing (Let's Go Shopping) (Mister Rogers)</p> <p>Flip Chart: Let's Play Detective</p> <p>Social-Emotional Book: <i>I Can Do It</i> (Being/Accepting Yourself)</p> <p>Health and Safety: Good Nutrition and Identifying Hunger</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 4, Week 3</p> <p>Food</p>	<p>Hh</p> <p>Phonemic Awareness: Alliteration</p> <p>Print Awareness: Text Forms and Functions (lists)</p> <p>High-Frequency Word: is</p>	<p><i>Feast for 10</i> by Cathryn Falwell</p> <p><i>Bunny Cakes</i> by Rosemary Wells</p> <p>Classic Tale: <i>Little Juan and the Cooking Pot</i></p>	<p>Shapes</p> <p>Day 1: Review shapes, add rhombus (diamond) and trapezoid</p> <p>Day 2: Count and move to 10, shape box</p> <p>Day 3: Shape step</p> <p>Day 4: Count and move to 10 (forward and backward), shape box</p> <p>Day 5: Add to shape book</p>	<p>Mixing and Growing</p> <p>Plants We Eat</p> <p>Song: <i>Plants We Eat</i></p>	<p>Where Does Food Come From?</p> <p>Using Money to Buy Things</p> <p>Reading in Social Studies</p>	<p>Social-Emotional: Proud to Be Growing (Mister Rogers)</p> <p>Flip Chart: Time to Share</p> <p>Social-Emotional Book: <i>I Can Do It (Being Responsible)</i></p> <p>Health and Safety: Food Variety and Preferences</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 4, Week 4</p> <p>Food</p>	<p>Dd</p> <p>Phonemic Awareness: Review</p> <p>Print Awareness: Review</p> <p>High-Frequency Word: Is</p> <p>Theme Book 4: My Yummy Food</p>	<p>Teacher's Choice</p> <p>Classic Tale: <i>The Johnny Cake Boy</i></p>	<p>Shapes, adding and subtracting</p> <p>Day 1: Name shapes</p> <p>Day 2: Shape sort, count forward and backward to 10</p> <p>Day 3: Add (how many now?—show counters, add one, ask how many now?), then subtract one, add/subtract up to 2</p> <p>Day 4: Count forward and backward to 10, Add then subtract one, add/subtract up to 2</p> <p>Day 5: Count forward and backward to 10, review shapes</p>	<p>Mixing and Growing</p> <p>Heat It Up, Freeze It Up</p> <p>Song: <i>Let's Heat, Mix, and Freeze</i></p>	<p>Fieldtrip: Restaurant</p>	<p>Social-Emotional: Proud to Be Growing (Mister Rogers)</p> <p>Flip Chart: Keep Trying</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 5, Week 1 Our Neighborhood</p>	<p>Rr</p> <p>Phonemic Awareness: Blend Syllables with Picture Support</p> <p>Print Awareness: Match Words</p> <p>High-Frequency Word: have</p> <p>My Word Book (Book 5)</p>	<p><i>Say Hello</i> by Rachel Isadora</p> <p><i>Whose Hat Is This?</i> by Sharon Katz Cooper</p> <p>Classic Tale: <i>City Mouse and Country Mouse</i></p>	<p>Patterns, counting beyond 10</p> <p>Day 1: Movement patterns, visual patterns, verbal counting beyond 10 all week</p> <p>Day 2: Count and move in patterns, copy patterns</p> <p>Day 3: Count and move in patterns, copy patterns</p> <p>Day 4: Art patterns (stringing beads)</p> <p>Day 5: Art patterns (stringing beads)</p>	<p>What's In Our Neighborhood?</p> <p>Be a Scientists/ Mini Landforms</p>	<p>We Live in Neighborhoods</p> <p>What Is a Neighborhood?</p>	<p>Literacy Through Music: 1, 2, 3, Buckle My Shoe, The Mulberry Bush</p> <p>Social-Emotional: People Are Alike and Different (No One Just Like You) (Mister Rogers)</p> <p>Flip Chart: How Can I Help Someone?</p> <p>Social-Emotional Book: <i>I Make Good Choices (playing fair)</i></p> <p>Health and Safety: Dial 9-1-1</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 5, Week 2 Our Neighborhood</p>	<p>Ee</p> <p>Phonemic Awareness: Blend Syllables with Picture Support</p> <p>Print Awareness: Word Spaces</p> <p>High-Frequency Word: have</p>	<p><i>All Through My Town</i> by Jean Reidy</p> <p><i>When Dinosaurs Came with Everything</i> by Elise Broach</p> <p>Nursery Rhyme: <i>To Market</i></p>	<p>Patterns, counting</p> <p>Day 1: Movement patterns, visual patterns, verbal counting beyond 10 all week</p> <p>Day 2: Count and move in patterns, copy patterns</p> <p>Day 3: Count and move in patterns, copy patterns</p> <p>Day 4: Art patterns (stringing beads)</p> <p>Day 5: Art patterns (stringing beads)</p>	<p>What's In Our Neighborhood?</p> <p>Trees Around Us</p>	<p>We Live in Neighborhoods</p> <p>Neighborhood Buildings</p>	<p>Social-Emotional: Proud to Be Growing (Paper Dolls) (Mister Rogers)</p> <p>Flip Chart: How Can I Get Others to Play With Me?</p> <p>Social-Emotional Book: <i>I Make Good Choices (solving problems with words)</i></p> <p>Health and Safety: Emergency Routines—identifying emergency situations</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 5, Week 3 Our Neighborhood</p>	<p>Bb</p> <p>Phonemic Awareness: Delete Syllables with Picture Support</p> <p>Print Awareness: Match Sentences</p> <p>High-Frequency Word: big</p>	<p><i>One Is a Drummer</i> by Roseanne Thong and Grace Lin</p> <p><i>Round Is a Tortilla</i> by Roseanne Thong and John Parra</p> <p>Classic Tale: <i>The Voice in Rabbit's House</i></p>	<p>Count out items, name quickly items in group, shape review</p> <p>Day 1: Name number of objects in group up to 3, verbally count beyond 10 all week</p> <p>Day 2: Produce number of objects up to 10</p> <p>Day 3: Recognize and show a variety of shapes (shape sort—what's my rule?)</p> <p>Day 4: Numeral jump (cards 1-9)</p> <p>Day 5: Show counters on desk, cover quickly, children name number</p>	<p>What's In Our Neighborhood?</p> <p>Insects Around Us</p> <p>Song: <i>Look at the Insects</i></p>	<p>We Live in Neighborhoods</p> <p>Comparing Neighborhoods</p> <p>Keeping Our Neighborhood Clean</p> <p>Reading in Social Studies</p>	<p>Social-Emotional: People Are Alike and Different (Mister Rogers)</p> <p>Flip Chart: How Can I Solve Problems?</p> <p>Social-Emotional Book: <i>I Make Good Choices (showing respect)</i></p> <p>Health and Safety: Emergency routines—asking for help from adults</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 5, Week 4 Our Neighborhood</p>	<p>Ll</p> <p>Phonemic Awareness: Review</p> <p>Print Awareness: Review</p> <p>High-Frequency Word: big</p> <p>Theme Book 5: My Big City</p>	<p>Teacher's Choice</p> <p>Classic Tale: <i>Anansi's Dinner Guest</i></p>	<p>Counting and comparing numbers</p> <p>Day 1: Count beyond 10 all week, show numeral cards 1-10, flip over say number and find correct number of counters</p> <p>Day 2: Make mistakes in counting for children to correct</p> <p>Day 3: Build towers as you count, knock down and count again to check</p> <p>Day 4: Count and move in patterns</p> <p>Day 5: Compare cube towers</p>	<p>What's In Our Neighborhood</p> <p>Sound</p>	<p>Fieldtrip: A Police Station</p>	<p>Social-Emotional: People Are Alike and Different (Mister Rogers)</p> <p>Flip Chart: How Do Friends Solve Problems?</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 6, Week 1</p> <p>Transportation</p>	<p>Kk</p> <p>Phonemic Awareness: Blend Syllables with Picture Support</p> <p>Print Awareness: Match Letter-Sounds</p> <p>High-Frequency Word: go</p> <p>My Word Book (Book 6)</p>	<p><i>The Bus For Us</i> by Suzanne Bloom</p> <p><i>Goodnight, Goodnight Construction Site</i> by Sherri Duskey Rinker and Tom Lichtenheld</p> <p>Classic Tale: <i>Cinderella</i></p>	<p>Compare amounts</p> <p>Day 1: Count forward and backward to 10 and beyond, measure lengths (find things the same length) (as long as . . .)</p> <p>Day 2: Show counters briefly, children count quickly</p> <p>Day 3: Count forward and backward to 10 and beyond, how many?—add and remove</p> <p>Day 4: Match numeral cards to amounts—give different amounts and compare</p> <p>Day 5: Verbally count to 20, match numeral cards to amounts—give different amounts</p>	<p>Sky, Land, or Water?</p> <p>Be a Scientist/Weather Calendar</p> <p>Reading in Science</p>	<p>How Many Ways to Travel?</p> <p>Here to There</p>	<p>Literacy Through Music: Humpty Dumpty, The Wheels on the Bus</p> <p>Social-Emotional: Managing Our Feelings (Going Away, Coming Back) (Mister Rogers)</p> <p>Flip Chart: How Can He Solve His Problem?</p> <p>Social-Emotional Book: <i>I Can Control Myself (staying calm)</i></p> <p>Health and Safety: Fire Safety</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 6, Week 2</p> <p>Transportation</p>	<p>Uu</p> <p>Phonemic Awareness: Delete Syllables with Picture Support</p> <p>Print Awareness: Word Spaces</p> <p>High-Frequency Word: go</p>	<p><i>Alphabet Trucks</i> by Samantha Vamos</p> <p><i>Clickety Clack</i> by Robert Spence</p> <p>Nursery Rhyme: <i>Ride Away, Ride Away</i></p>	<p>Compare amounts, measure</p> <p>Day 1: Bigger and longer with stacking cubes</p> <p>Day 2: Fingerplay, then verbally count beyond to 20 or more</p> <p>Day 3: Compare amounts on table, order amounts (and numeral cards) and ask what is missing</p> <p>Day 4: Compare amounts on table, order amounts (and numeral cards) and ask what is missing</p> <p>Day 5: Verbally count to 30, move in patterns of 5</p>	<p>Sky, Land, or Water?</p> <p>Ground to Travel On</p> <p>Song: <i>The Bus</i></p>	<p>How Many Ways to Travel?</p> <p>All Types of Vehicles</p>	<p>Social-Emotional: Managing Our Feelings (Fast and Slow, Self-Control) (Mister Rogers)</p> <p>Flip Chart: What Should I Do?</p> <p>Social-Emotional Book: <i>I Can Control Myself</i></p> <p>Health and Safety: Transportation Safety</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 6, Week 3 Transportation</p>	<p>Gg</p> <p>Phonemic Awareness: Delete Syllables with Picture Support</p> <p>Print Awareness: Match Sentences</p> <p>High-Frequency Word: where</p>	<p><i>Toy Boat</i> by Randall de Seve and Loren Long</p> <p><i>Row Row Your Boat</i> by Jane Carrera</p> <p>Classic Tale: <i>Mouse Deer Crosses the River</i></p>	<p>Compare amounts, measure</p> <p>Day 1: Measure lengths, place numeral cards in order 1-10</p> <p>Day 2: Count backward 10-0, measure lengths with cubes</p> <p>Day 3: Verbally count to 30, I'm Thinking of a Number, children find cubes</p> <p>Day 4: Longer and bigger—lengths and amounts</p> <p>Day 5: Place numeral cards in order 1-10</p>	<p>Sky, Land, or Water?</p> <p>Ocean or Lake?</p>	<p>How Many Ways to Travel?</p> <p>Maps (making)</p> <p>Reading in Social Studies</p>	<p>Social-Emotional: Managing Our Feelings (Mister Rogers)</p> <p>Flip Chart: Trying New Things</p> <p>Social-Emotional Book: <i>I Can Control Myself (being patient)</i></p> <p>Health and Safety: Pedestrian Safety</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 6, Week 4 Transportation</p>	<p>Ww</p> <p>Phonemic Awareness: Review</p> <p>Print Awareness: Review</p> <p>High-Frequency Word: where</p> <p>Theme Book 6: Where Will We Go?</p>	<p>Teacher's Choice</p> <p>Classic Tale: <i>Three Billy Goats Gruff</i></p>	<p>Shapes, counting, compare and order, solve problems</p> <p>Day 1: Count forward and backward to 10 and beyond, shape puzzles with pattern blocks</p> <p>Day 2: What's the missing number (objects and numeral cards)</p> <p>Day 3: I Spy shapes, guess my rule shape sort</p> <p>Day 4: What's the missing number (objects and numeral cards)</p> <p>Day 5: Count forward and backward to 10 and beyond, shape puzzles with pattern blocks</p>	<p>This is Water</p> <p>Reading in Science</p>	<p>Fieldtrip: A Fire Station</p>	<p>Social-Emotional: Managing Our Feelings (Mister Rogers)</p> <p>Flip Chart: How Do I Solve Problems?</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 7, Week 1</p> <p>Animals</p>	<p>Xx</p> <p>Phonemic Awareness: Blend onset/rime (no pictures)</p> <p>Print Awareness: Match Letter-Sounds</p> <p>High-Frequency Word: play</p> <p>My Word Book (Book 7)</p>	<p>Farms ABC by Blake A. Hoena</p> <p>Duck, Duck, Goose by Wiley Blevins</p> <p>Classic Tale: The Three Little Pigs</p>	<p>Adding, counting, make shapes</p> <p>Day 1: Word problems—use fingers to count; use found objects too</p> <p>Day 2: Fingerplay to 10, adding</p> <p>Day 3: Word problems, adding, make shape designs</p> <p>Day 4: Word problems, adding, make shape designs</p> <p>Day 5: Word problems, adding</p>	<p>How Do Animals Grow?</p> <p>Be a Scientist/ Observing Animals</p> <p>Reading in Science</p>	<p>Animals</p> <p>On the Farm</p>	<p>Literacy Through Music: Old MacDonald Had a Farm, Chook, Chook, Chook OR Six Little Ducks, OR 1, 2, 3, 4, 5, Caught a Fish Alive</p> <p>Social-Emotional: Things Are Alike and Different (Big and Little) (Mister Rogers)</p> <p>Flip Chart: What Do I Do Next?</p> <p>Social-Emotional Book: <i>I Keep Trying (don't give up)</i></p> <p>Health and Safety: Make Good Decisions</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 7, Week 2</p> <p>Animals</p>	<p>Vv</p> <p>Phonemic Awareness: Delete Syllables with Picture Support</p> <p>Print Awareness: Letters in Print (recognize)</p> <p>High-Frequency Word: play</p>	<p>What Puppies Do Best by Laura Numeroff and Lynn Munsinger</p> <p>Gilbert Goldfish Wants a Pet by Kelly DiPucchio and Bob Shea</p> <p>Nursery Rhyme: Hey! Diddle, Diddle</p>	<p>Adding, counting</p> <p>Day 1: Count forward and backward to 10 and beyond, add and subtract word problems</p> <p>Day 2: Lengths, numeral cards say names then flip over and stop before card for children to guess number</p> <p>Day 3: Word problems with fingers</p> <p>Day 4: Numeral cards say names then flip over and stop before card for children to guess number</p> <p>Day 5: Count forward and backward, word problems with fingers</p>	<p>How Do Animals Grow?</p> <p>Pets Grow and Baby Animals</p> <p>Song: <i>Watch Us Grow</i></p>	<p>Animals</p> <p>Our Pets</p>	<p>Social-Emotional: Things Are Alike and Different (Same but Different) (Mister Rogers)</p> <p>Flip Chart: How Can I Help?</p> <p>Social-Emotional Book: <i>I Keep Trying (trying new things)</i></p> <p>Health and Safety: Healthcare Professionals</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 7, Week 3 Animals</p>	<p>Jj</p> <p>Phonemic Awareness: Delete onset (no pictures)</p> <p>Print Awareness: Distinguish Letters from Numbers</p> <p>High-Frequency Word: little</p> <p>My Word Book (Book 9)</p>	<p><i>Hello! Hello!</i> by Miriam Schlein</p> <p><i>The Snail and the Whale</i> by Julia Donaldson</p> <p>Classic Tale: <i>Now Things Are Worse!</i></p>	<p>Add and count</p> <p>Day 1: Add to 5, ordinal numbers (1st, 2nd)</p> <p>Day 2: Five Little Ducks, ordinal numbers</p> <p>Day 3: Add to 5</p> <p>Day 4: Add to 5, verbally count</p> <p>Day 5: Add to 5, verbally count</p>	<p>How Do Animals Grow?</p> <p>Swim and Swish (habitats)</p> <p>Song: <i>The Ocean Song</i></p>	<p>Animals</p> <p>In the Wild</p> <p>Reading in Social Studies</p>	<p>Social-Emotional: Things Are Alike and Different (What's Different at the Zoo) (Mister Rogers)</p> <p>Flip Chart: How Do I Solve a Problem?</p> <p>Social-Emotional Book: <i>I Keep Trying (asking questions, exploring what I'm curious about)</i></p> <p>Health and Safety: Communicating When Not Feeling Well</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 7, Week 4 Animals</p>	<p>Qq</p> <p>Phonemic Awareness: Review</p> <p>Print Awareness: Review</p> <p>High-Frequency Word: little</p> <p>Theme Book 6: Baby</p>	<p>Teacher's Choice</p> <p>Classic Tale: <i>The Lion and the Mouse</i></p>	<p>Shapes</p> <p>Day 1: Make shapes</p> <p>Day 2: Recognize and make shapes</p> <p>Day 3: Distinguish shapes (properties)</p> <p>Day 4: Distinguish shapes (properties)</p> <p>Day 5: Show shape briefly for children to guess, they find matching shape manipulative</p>	<p>We Can Fly (habitats)</p>	<p>Fieldtrip: A Farm</p>	<p>Social-Emotional: Things Are Alike and Different (I'm Thinking Of . . .) (Mister Rogers)</p> <p>Flip Chart: How Do I Sit in Class?</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 8, Week 1 Nature</p>	<p>Yy</p> <p>Phonemic Awareness: Blend onset/rime (no pictures)</p> <p>Print Awareness: Match Letter-Sounds</p> <p>High-Frequency Word: what</p>	<p><i>Spring Is Here</i> by Taro Gomi</p> <p><i>Leaves</i> by David Ezra Stein</p> <p>Classic Tale: <i>Jack and the Beanstalk</i></p>	<p>Shapes</p> <p>Day 1: Make shapes</p> <p>Day 2: Recognize and make shapes</p> <p>Day 3: Distinguish shapes (properties)</p> <p>Day 4: Distinguish shapes (properties)</p> <p>Day 5: Show shape briefly for children to guess, they find matching shape manipulative</p>	<p>All a Part of Nature</p> <p>Be a Scientist/Parts of a Plant</p>	<p>Where Do Plants and Animals Live?</p> <p>Understand Globes</p>	<p>Literacy Through Music: Twinkle, Twinkle, Little Star</p> <p>Social-Emotional: How You're Growing (Growing Takes Time) (Mister Rogers)</p> <p>Flip Chart: What Happens in our Classroom?</p> <p>Social-Emotional Book: <i>I Have More Feelings (worry)</i></p> <p>Health and Safety: Sun Safety</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 8, Week 2 Nature</p>	<p>Zz</p> <p>Phonemic Awareness: Delete onset (no pictures)</p> <p>Print Awareness: Directionality</p> <p>High-Frequency Word: what</p>	<p><i>Are Trees Alive?</i> by Debbie S. Miller and Stacey Schuett</p> <p><i>The Great Big Green</i> by Peggy Gifford</p> <p>Nursery Rhyme: <i>Mary Mary, Quite Contrary</i></p>	<p>Adding and subtracting</p> <p>Day 1: Adding word problems with manipulatives</p> <p>Day 2: Compare numbers—give numeral card and ask who has more?—then use counters to confirm</p> <p>Day 3: Listen and count</p> <p>Day 4: Compare numbers—give numeral card and ask who has more?—then use counters to confirm</p> <p>Day 5: Adding word problems with manipulatives</p>	<p>All a Part of Nature</p> <p>Under Your Feet</p> <p>Reading in Science</p> <p>Song: <i>What's Under Your Feet?</i></p>	<p>Where Do Plants and Animals Live?</p> <p>Plant and Animal Habitats</p>	<p>Social-Emotional: Look How You're Growing (Grow to Independence) (Mister Rogers)</p> <p>Flip Chart: Making Fair Choices</p> <p>Social-Emotional Book: <i>I Have More Feelings (scared)</i></p> <p>Health and Safety: Helping the Environment</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Unit 8, Week 3 Nature</p>	<p>Alphabet Review</p> <p>Phonemic Awareness: Delete onset (no pictures)</p> <p>Print Awareness: Text Forms and Functions</p> <p>High-Frequency Word: you</p> <p>My Word Book (Book 8)</p>	<p><i>What Makes the Seasons?</i> by Megan Montague Cash</p> <p><i>Raindrop, Plop!</i> by Pam Papparone</p> <p>Classic Tale: <i>Grandmother Spider Brings the Sun</i></p>	<p>Adding</p> <p>Day 1: Adding</p> <p>Day 2: Addition and subtraction word problems</p> <p>Day 3: Addition and subtraction word problems</p> <p>Day 4: Addition and subtraction word problems</p> <p>Day 5: Addition and subtraction word problems</p>	<p>All a Part of Nature</p> <p>The Seasons</p> <p>Song: <i>The Seasons</i></p>	<p>Where Do Plants and Animals Live?</p> <p>Comparing Weather in Different Places</p> <p>Reading in Social Studies</p>	<p>Social-Emotional: How You're Growing (Mister Rogers)</p> <p>Flip Chart: How Can I Show Good Teamwork?</p> <p>Social-Emotional Book: <i>I Have More Feelings (jealous)</i></p> <p>Health and Safety: Safety in Weather</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>Unit 8, Week 4 Nature</p>	<p>Alphabet Review</p> <p>Phonemic Awareness: Review</p> <p>Print Awareness: Review</p> <p>High-Frequency Word: you</p> <p>Theme Book 6: What Do You See?</p>	<p>Teacher's Choice</p> <p>Classic Tale: <i>Foolish Timid Rabbit</i></p>	<p>Math Review</p> <p>Day 1: Shapes</p> <p>Day 2: Counting to 30</p> <p>Day 3: Numerals</p> <p>Day 4: Addition</p> <p>Day 5: Subtraction</p>	<p>All a Part of Nature</p> <p>Taking Care of Earth</p>	<p>Fieldtrip: A Zoo</p>	<p>Social-Emotional: How You're Growing (Mister Rogers)</p> <p>Flip Chart: How Do I Act in Class?</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Teach Letter-Sounds; Blend Words; Vocabulary Boost; Extend Concepts (Content Areas); Read Little Book (phonics and sight words); Write About It (all modes)</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Focus on Letter Names; Find and Make Letters; Name: First letter (and compare to other letters); Draw About It; Oral Language; Let's Explore Together (Content Areas)</p> <p>English Learners (building oral language and vocabulary) Preview and Build Vocabulary; Articulation Support; Preteach Letters and Basic Words; Oral Language (develop vocabulary); Talk About It; Draw and Write About It</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>



Pre-Kindergarten & Transitional Kindergarten

Unit/Week	Alphabet Time	Book Time	Math	Science	Social Studies	Social-Emotional Health & Safety Literacy Through Music	Differentiated Pathways
<p>Get Ready For Kindergarten</p> <p>(focus on assessment, and classroom routines and procedures)</p> <p>Use K Common Core Standards Skills for instruction</p>	<p>Alphabet Assess</p> <p>Phonemic Awareness: Assess</p> <p>Print Awareness: Assess</p> <p>High-Frequency Words: with, for</p> <p>My Word Book (Book 10)</p> <p>Theme Book 9: Ready for Kindergarten</p>	<p>WEEK 1: <i>Dr. Seuss's ABC</i> by Dr. Seuss</p> <p>Classic Tale: <i>The Tortoise and the Hare</i></p> <p>WEEK 2: <i>I Know a Lot of Things</i> by Ann and Paul Rand</p> <p>Nursery Rhyme: <i>Jack Be Nimble</i></p>	<p>Math Assessment</p> <ol style="list-style-type: none"> Counting (Item 21—how high can you count; Items 22–23—How many do I have?; Item 24—Match quantities; Item 25—count objects and recall numbers) Comparing and Ordering Numbers (Item 26—ordinal numbers; Item 27—comparing amounts) Recognizing Numbers and Subitizing (Item 28—How many?) Numerals (Item 29—1–5) Comparing and Ordering Numbers (Item 30—put numerals in order) Counting (Item 31—count to 10 starting at 4) Comparing and Ordering Numbers (Item 32—which is bigger?) Comparing Shapes (Item 33—match and sort shapes) Recognizing Shapes (Item 34—recognize shapes by name) Patterns (Item 35—create patterns) 	<p>Motion and Energy</p> <p>How Things Move</p> <p>Reading in Science</p> <p>Song: <i>Push and Pull</i></p>	<p>Growing Up: What Our Bodies Need</p> <p>Exercise Is Fun</p> <p>Fieldtrip: Doctor's Office</p>	<p>Literacy Through Music: Teddy Bear</p> <p>Social-Emotional: New Experiences (Going New Places, My First Day) (Mister Rogers)</p> <p>Health and Safety: Get a Checkup</p>	<p>Transitional K and Advanced Learners (Kindergarten Standards coverage) Assessment</p> <p>3-Year-Olds and Extra Support (developmentally appropriate practices) Assessment</p> <p>English Learners (building oral language and vocabulary) Assessment (including 2 wordless books for language assessment)</p> <p>Adaptations for Children with special Needs Modifications for Language Delays; Cognitive Delays; Children on the Autism Spectrum; Physical Impairments; Visual Impairments; Speech and Language Impairments; Behavior Problems; Attention Deficit Disorder; ADHD</p>
<p>My Favorite Themes</p> <p>Themes include:</p> <ul style="list-style-type: none"> • Author and Illustrator Study: Eric Carle • Dinosaurs • Thanksgiving (and other celebrations) • Seasons • “My Favorite Theme” Template <ul style="list-style-type: none"> • Blank template for “My Favorite Theme” helps teachers structure their own mini-units 	<p>Theme Book 10: Happy Thanksgiving!</p>	<p><i>The Mixed-Up Chameleon</i> by Eric Carle</p> <p><i>Tap the Magic Tree</i> by Christie Matheson</p> <p><i>If the Dinosaurs Came Back</i> by Bernard Most</p> <p><i>Thank You, Thanksgiving</i> by David Milgrim</p> <p>PreK Classroom Library includes titles such as:</p> <p><i>Harry the Dirty Dog</i> by Gene Zion</p> <p><i>Bee Bim Bop</i> by Linda Sue Park</p> <p>And other favorites!</p>					