

Teacher: CORE Language Arts Grade PK
 Course: Language Arts Grade PK

Year: 2012-13
 Month: All Months

S e p t e m b e r	Explanation of this Curriculum Map ~ Read the individual columns below.						
	Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
	<p>An essential question is an over-arching question that focuses on either big ideas and concepts or major themes with regard to the curriculum content.</p>	<p>The content is the concept and idea we expect students to know and understand by the end of a given unit of instruction. The content is the vehicle by which we teach skills and strategies.</p> <p>The content is the subject matter, key concepts, facts, topics, and important information.</p>	<p>We identify skills that we expect students to be able to do by the end of a given period of time. Skills are directly connected to the content. Skills may be associated with many content areas, since skills are always being learned and reinforced.</p> <p>Skills are targeted proficiencies, actions and strategies that can be observed and assessed.</p>	<p>demonstrations of learning 9/30/2012</p>	<p>Specific learning activities to address content area</p>	<p>Learning Benchmarks are what we want students to know and be able to do at the end of a lesson, unit, designated period of time, or by the end of the year.</p>	

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Language September ~ Theme: All About Me

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does listening and talking in a group help me learn?	Rules for discussion and importance of listening in a group setting	Listening to others talking, make appropriate comments and asking questions within the context of a specific topic	Teacher observations 9/30/2012	Birthday Basket Jobs Circle Time Games Dramatic play Fingerplay Gross Motor Activities Dance/Movement Days of the Week Weather Name Learning (Click for details) Vocabulary Routines Feeling	Raising one's hand, waiting one's turn to talk, speaking one at a time Engage in meaningful conversations, and discussions with peers and adults in groups Describe experiences to adults and peers	L.PK.0.MA- Language L.PK.1.b.MA- Use frequently occurring nouns and verbs. L.PK.1.d.MA- Understand and use question words (e.g., who, what, where, when, why, how). L.PK.1.f.MA- Demonstrate the ability to speak in
How does talking help me to share ideas and information with others?	Language can be used to describe events, tell information, about themselves and the world around them	Use language to share information with and without prompts or adult facilitation				
How can words/objects be grouped together	Recognize that words/objects have relationships and	Children will name, sort,				

	<p>can be grouped into various classifications</p>	<p>categorize various objects</p> <p>Students will use language to describe movements and actions</p> <p>Students will use language to describe simple temporal concepts (before, now, and after)</p>		<p>Boxâ€™reach in and touch, describe what you feel</p> <p>Texture</p> <p>Collageâ€™feel textures of collage and describe how it feels</p> <p>What are feelings?</p>	<p>share information with others</p>	<p>complete sentences.</p> <p>L.PK.1.g.MA- Mathematics pre-kindergarten standards to express concepts related to length, area, weight, capacity, and volume.</p> <p>L.PK.1.MA- Demonstrate use of oral language in informal everyday activities.</p> <p>SL.PK.0.MA- Speaking and Listening</p> <p>SL.PK.1.a.MA- Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for</p>
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						<p>an answer, gaining the floor in appropriate ways).</p> <p>SL.PK.3.MA- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.PK.4.MA- Describe personal experiences; tell real or imagined stories.</p> <p>SL.PK.6.MA- Speak audibly and express thoughts, feelings, and ideas.</p>
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Reading and Literature September ~ Theme: All About Me.

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
What are books for?	Students will enjoy and be informed by literature	Students will distinguish between print and pictures	Teacher Observation 9/30/2012	Independent book look Story time Circle	Students will understand information and be entertained by	RF.PK.1.a.MA- Handle books respectfully and appropriately,
How do letters						

make my name?				Charts	written literature	holding them
What are the parts of words?	Students will understand how to look at books independently	Students will recognize cover and title page		Labels	Students will be able to explore books	right-side-up and turning pages one at a time from front to back
How do letters and sounds make words (my name)?	Students will understand that the alphabet contains both upper and lower case	Students will be able to retell a main event of a story		Games	independently and identify the parts of a book	RF.PK.1.d.MA- Recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name.
How does participating during read aloud help me to understand a story?	Students will recognize words contain sounds and syllables	Students will be able to ask questions about a story		Sound jobs	Students will clap out syllables in vocabulary words presented in books with modelling.	RF.PK.1.MA- With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.
What do titles and illustrations tell me about a text?	Students will understand that letters have sounds associated with them	Students will explore books independently and practice handling books correctly.		Rhythm sticks	Students will retell a main event of a story	RF.PK.2.MA- With guidance and support, demonstrate understanding of spoken words, syllables, and sounds
How does acting out, retelling, and reciting help me to understand familiar poems, stories, and rhymes?	Students will understand that books have titles and illustrations which correspond to the theme/ content of the text	Students will recognise the first letter of their name. Students will be able to imitate phonemes modeled by a teacher. Students will be able to clap out the syllables in		Movement	Students will understand that the title is the name of a book	
	Students will			Word activities	Students will understand that illustrations help tell a story	
				Rhyming		
				Color Poems		
				Stories (click for titles)		
				Nursery Rhymes		
				Interactive read aloud		
				The Friendly Book		
				Wise Brown		

	<p>understand that rhymes, stories, and poems can be acted out</p>	<p>their name.</p>			<p>Students will recite familiar poems by memory</p>	<p>(phonemes). RF.PK.3.c.MA- Recognize one's own name and familiar common signs and labels (e.g., STOP). RI.PK.2.MA- With prompting and support, recall important facts from an informational text after hearing it read aloud. RI.PK.4.MA- With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud. RI.PK.6.MA- With prompting and support, read and discuss illustrations in an informational picture book by describing facts learned from the</p>
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						<p>pictures (e.g., how a seed grows into a plant). RI.PK.7.MA- With prompting and support, describe important details from an illustration or photograph.</p>
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Composition September ~ Theme: All About Me.

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does drawing and writing tell a story or give information?	Students will understand that pictures drawn and words dictated tell a story or give information	Students will be able to draw a picture which represents an idea.	Teacher Observation 9/30/2012	Class Books (click for details) All About Me Book - individual (click for details)	<p>Students will draw pictures to tell a story or give information</p> <p>Students will print uppercase letters to form their name</p>	<p>W.PK.1.MA- Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen.")</p> <p>W.PK.2.MA-Use a combination of dictating and drawing to explain information about</p>

							a topic. W.PK.3.MA-Use a combination of dictating and drawing to tell a real or imagined story.
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October
Language October ~ Theme: Fall: farm, harvest

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does listening and talking in a group help me learn?	Rules for discussion and importance of listening in a group setting	Listening to others talking, make appropriate comments and asking questions within the context of a specific topic	Teacher observations 10/31/2012	Games Dramatic play: Farmer's Market, Barn Fingerplay Gross Motor Activities Dance/Movement	Describe experiences to adults and peers share information with others Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language.	L.PK.4.MA-Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play. L.PK.5.a.MA-Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture). L.PK.5.c.MA-
How does talking help me to share ideas and information with others?	Language can be used to describe events, tell themselves and the world around them	Use language to share information with and without prompts or adult facilitation		What are the jobs of the Animals? Field Trip to the farm		
How can words/objects be grouped together	Recognize that words/objects have relationships and can be grouped into various classifications	Children will name, sort, categorize various objects				

						<p>Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).</p> <p>SL.PK.1.a.MA- Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).</p> <p>SL.PK.6.MA- Speak audibly and express thoughts, feelings, and ideas.</p>
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Reading and Literature October ~ Theme: Fall: farm, harvest

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards	
What are books for?	Students will enjoy and be informed by literature	Students will distinguish between print and pictures	Teacher Observation 10/31/2012	Act out a story Charts Games Songs-click Movement Word activities Rhyming Poems-click for titles Stories (click for titles) Interactive read aloud Apples color match	Students will be able to explore books independently and identify the parts of a book	RL.PK.3.MA- With prompting and support, act out characters and events from a story or poem read aloud. RL.PK.7.MA- With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations. RL.PK.8.A.MA- Respond with movement or clapping to a regular beat in poetry or song. RL.PK.9.MA- With prompting and support, make connections between a story	
How do letters make my name?	Students will understand how to look at books independently	Students will recognize cover and title page			Students will be able to make predictions		Students will retell a main event of a story
How do letters and sounds make words (my name)?	Students will recognize words contain sounds and syllables	Students will be able to retell a main event of a story			Students will be able to ask questions about a story		Students will understand that the title is the name of a book
How does participating during read aloud help me to understand a story?	Students will begin to understand that letters have sounds associated with them	Students will be able to make predictions and ask questions about a story			Students will be able to clap out syllables in words		
What do titles and illustrations tell me about a text?	Students will make predictions and ask questions about a story	Students will be able to make predictions about a text from a title and illustrations					
How does acting out, retelling, and reciting help me to understand familiar poems, stories, and	Students will						

rhymes?	understand that books have titles and illustrations which correspond to the theme/ content of the text	Students will handel a book correctly and turn pages. Students will be able to clap out syllables in words with facilitation.			with facillitation. Students will recognise their name in uppercase letters. Students will begin to identify the letters in their name.	or poem and one's own experiences.
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Composition October ~ Theme: Fall: farm, harvest

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does drawing and writing tell a story or give information?	Students will understand that pictures drawn and words dictated tell a story or give information	Students will be able to draw a picture which represents a story or part of a story. Students will be able to dictate sentences which describes a story or part of a story.	Teacher Observation 10/31/2012	Class books-My Farm Counting Book Journal Entry about Farm Trip	Students will draw pictures to tell a story or give information Students will print uppercase letters to form their name with visual and/or mechanical support. Students will dictate sentences for a story.	SL.PK.1.a.MA- Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways). SL.PK.5.MA- Create

							<p>representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.</p> <p>W.PK.2.MA-Use a combination of dictating and drawing to explain information about a topic.</p> <p>W.PK.3.MA-Use a combination of dictating and drawing to tell a real or imagined story.</p>
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N Language-November ~ Theme: Community, community helpers

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	Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
m	How does listening and talking in a group help me learn?	Recognize that words/objects have relationships and can be grouped into various	Children will name, sort, categorize various	Teacher observations 11/30/2012	Sharing stone Birthday Basket Jobs Circle Time Games	Engage in meaningful conversations, and discussions with peers and adults in groups Use language and movement to	L.PK.1.e.MA- Use the most frequently occurring prepositions
b							
e							
r							

<p>How does talking help me to share ideas and information with others?</p> <p>How can words/objects be grouped together</p> <p>How do words help me to understand actions, movement, time and spatial concepts?</p>	<p>classifications</p> <p>Students will understand that words/objects have relationships and can be grouped into various classifications.</p> <p>Students will use language to describe simple temporal concepts (before,now and after).</p>	<p>objects</p> <p>Students will use language to describe movements and actions</p> <p>Students will use language to describe simple temporal concepts (before, now, and after)</p>		<p>Dramatic play Thematic topic Fingerplay Gross Motor Activities Dance/Movement Days of the Week Weather What does a police officer do? Community Helpers visit Chart ways that community helpers help our community Games -- Fire Engine Letter Bingo</p>	<p>express spatial relationships (up,down,around,before,after,now) and actions.</p>	<p>(e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.PK.5.a.MA- Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture).</p> <p>L.PK.5.c.MA- Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).</p> <p>L.PK.6.MA- Use words and phrases acquired through conversations, listening to</p>
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books read aloud, activities, and play.
SL.PK.1.a.MA- Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).
SL.PK.6.MA- Speak audibly and express thoughts, feelings, and ideas.

Reading / Literature - November ~ Theme: Community, community helpers

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
<p>What are informational texts for?</p> <p>How do letters make my name?</p> <p>What are the parts of words?</p> <p>How do letters and sounds make words (my name)?</p> <p>How does participating during read aloud help me to understand a story?</p> <p>What do titles and illustrations tell me about a text?</p>	<p>Students will enjoy and be informed by informational texts.</p> <p>Students will understand that the alphabet contains both upper and lower case</p> <p>Students will recognize words and syllables</p> <p>Students will understand that letters have sounds associated with them</p> <p>Students will understand and identify characteristics of an informational text.</p>	<p>Students will be able to clap out syllables in new words with modelling.</p> <p>Students will be able to make predictions about informational texts.</p> <p>Students will be able to retell a main idea of an informational text.</p> <p>Students will be able to ask questions about an informational text.</p> <p>Students will be able to make predictions about a text from a title and illustrations</p>	<p>Teacher Observation 11/30/2012</p>	<p>Charts</p> <p>Games</p> <p>Songs-click</p> <p>Movement</p> <p>Word activities</p> <p>Rhyming</p> <p>Poems-click for titles</p> <p>Books (click for titles)</p> <p>Interactive read aloud</p>	<p>Students will understand information and be entertained by informational texts.</p> <p>Students will clap out syllables in new vocabulary words with modelling.</p> <p>Students will retell a main event of an informational text.</p> <p>Students will understand that the title is the name of a book</p> <p>Students will make predictions about an informational text.</p>	<p>RF.PK.1.MA- With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.</p> <p>RF.PK.2.MA- With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.PK.3.c.MA- Recognize one's own name and familiar common signs and labels (e.g., STOP).</p> <p>RI.PK.1.MA- With prompting and support, ask</p>

	<p>Students will make predictions and ask questions about an informational text.</p> <p>Students will understand that books have titles and illustrations which correspond to the theme/ content of the text</p>				<p>Students will be able to identify the letters in their name (upper case).</p> <p>Students will ask questions about an informational text.</p>	<p>and answer questions about an informational text read aloud.</p> <p>RI.PK.2.MA- With prompting and support, recall important facts from an informational text after hearing it read aloud.</p> <p>RI.PK.3.MA- With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).</p> <p>RI.PK.4.MA-</p>
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of age-appropriate informational texts read aloud.

Composition -November ~ Theme: Community,community helpers

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does drawing and writing tell a story or give information?	Students will understand that pictures drawn and words dictated tell a story or give information	Students will be able to draw a picture which represents part of a story. Students will be able to dictate sentences to tell part of a story.	Teacher Observation 11/30/2012	Class books Journal entry- When I grow up... Thank you notes Picture is worth a 1,000 words	Students will draw pictures to tell a story or give information Students will dictate sentences for a story.	SL.PK.5.MA- Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others. W.PK.2.MA-Use a combination of dictating and drawing to explain information about a topic. W.PK.3.MA-Use a combination of dictating and drawing to tell a real or imagined

story.

December
Language - December ~ Theme: Winter : weather, hibernation, celebrations

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does listening and talking in a group help me learn?	Winter Theme weather, animal behavior, traditions	Use language to share information without prompts or adult facilitation	Teacher observations 12/31/2012	Sharing stone Birthday Basket Jobs Circle Time Games Dramatic play Thematic topic Fingerplay Gross Motor Activities Dance/Movement Days of the Week Weather Winter Word Wall	Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language. Use language and movement to express spatial relationships (up, down, around, before after) and actions.	L.PK.4.MA-Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play. L.PK.5.a.MA-Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture). L.PK.5.c.MA-Apply words learned in classroom activities to real-life examples (e.g., name
How does talking help me to share ideas and information with others?	Language can be used to describe events, give information, about themselves and the world around them	Children will name, sort, categorize various objects				
How can words/objects be grouped together	Recognize that words/objects have relationships and can be grouped into various classifications	Students will use language to describe movements and actions				
How do words help me to understand actions, movement, time and spatial concepts?	Students will understand words, describe actions, time/spatial relationships.	Students will use language to describe simple temporal concepts (before, now, and after)				

places in school that are fun, quiet, or noisy).
L.PK.6.MA-Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.
SL.PK.1.b.MA-Continue a conversation through multiple exchanges.
SL.PK.1.MA-Participate in collaborative conversations with diverse partners during daily routines and play.
SL.PK.4.MA-Describe personal experiences; tell real or imagined stories.

Reading / Literature -December ~ Theme: Winter : weather, hibernation, celebrations

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
What are books for?	Winter Theme weather, animal behavior, traditions Students will enjoy and be informed by literature Students will understand that the alphabet contains both upper and lower case Students will recognize words contain sounds and syllables Students will understand that letters have sounds associated with them Students will understand and	Students will recognize cover and title page	Teacher Observation 12/31/2012	Story time Charts Games Songs-click Movement Word activities Interactive read aloud Bear Snores On	Students will understand information and be entertained by written literature	RL.PK.6.MA- With prompting and support, "read" the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds. RL.PK.7.MA- With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations. RL.PK.8.A.MA- Respond with movement or clapping to a regular beat in poetry or song. RL.PK.9.MA- With prompting
How do letters make my name?		Students will be able to clap out syllables in words			Students will produce phonemes in isolation with touch cues.	
What are the parts of words?		Students will begin to be able to match initial sounds to letters using objects with same initial sound			Students will recognise their names in upper and lower case letters.	
How do letters and sounds make words (my name)?		Student will be able to identify like sounds (letters) by listening			Student will begin to recognise distinct phonemes in words.	
How does participating during read aloud help me to understand a story?		Students will be able to match initial sound of object/ word to initial sound of names			Students will clap out syllables in words with faded support.	
What do titles and illustrations tell me about a text?		Students will be able to make			Students will make predictions about a story.	
How does understanding pattern and rhyme help me recite poems?						

<p>How does acting out, retelling, and reciting help me to understand familiar poems, stories, and rhymes?</p>	<p>identify characteristics, plot, and setting of a story</p> <p>Students will make predictions and ask questions about a story</p>	<p>predictions</p> <p>Students will be able to retell a main event of a story</p> <p>Students will be able to ask questions about a story</p> <p>Students will be able to make predictions about a text from a title and illustrations</p>			<p>Students will recite the alphabet and be exposed to their associated letter sound. Students will retell a main event of a story.</p>	<p>and support, make connections between a story or poem and one's own experiences. RL.PK.10.MA- Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud</p>
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Composition - December ~ Theme: Winter: weather, hibernation, celebrations.

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
<p>How does drawing and writing tell a story or give information?</p>	<p>Winter Theme weather, animal behavior, traditions</p> <p>Students will understand that pictures drawn and words dictated tell a</p>	<p>Students will be able to draw a picture which represents a story or a part of a story.</p>	<p>Teacher Observation 12/31/2012 Journal 12/1/2012</p>	<p>Class books Journals Trees in winter Sequence Dressing for Outside</p>	<p>Students will draw pictures to tell a story or give information</p> <p>Students will print uppercase letters to form their name</p>	<p>SL.PK.5.MA- Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and</p>

	story or give information				Students will dictate sentences for a story.	explain them to others. W.PK.1.MA- Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen"). W.PK.2.MA-Use a combination of dictating and drawing to explain information about a topic. W.PK.3.MA-Use a combination of dictating and drawing to tell a real or imagined story.
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Language -January ~ Theme: Author Study

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does listening and	Rules for	Listening to	Teacher	Sharing stone	Raising one's	L.PK.4.a.MA-

y	<p>talking in a group help me learn?</p> <p>How does talking help me to share ideas and information with others?</p> <p>How can words/objects be grouped together?</p> <p>How do words help me to understand actions, movement, time and spatial concepts?</p> <p>How does understanding rhyme and pattern help me to understand word/sentence structures?</p>	<p>discussion and importance of listening in a group setting</p> <p>Language can be used to describe events, tell information, about themselves and the world around them</p> <p>Recognize that words/objects have relationships and can be grouped into various classifications</p> <p>Rhyme and pattern can be used to make predictions about words. Words are used to describe actions,time/spacial relationships.</p>	<p>others talking, make appropriate comments and asking questions within the context of a specific topic</p> <p>Use language to share information with and without prompts or adult facilitation</p> <p>Children will name, sort, categorize various objects</p> <p>Students will use language to describe movements and actions</p> <p>Students will use language to describe simple temporal concepts (before, now,</p>	<p>observations 1/31/2013</p>	<p>Birthday Basket Jobs Circle Time Games Dramatic play Thematic topic Fingerplay Gross Motor Activities Dance/Movement Days of the Week Weather Author/Illustrator job duties Rhyming Games Opposites games</p>	<p>hand, waiting one's turn to tlak, speaking one at a time</p> <p>Engage in meaningful conversations, and discussions with peers and adults in groups</p> <p>Describe experiences to adults and peers share information with others</p>	<p>With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad). L.PK.5.MA-</p> <p>With guidance and support from adults, explore word relationships and nuances of word meanings. L.PK.6.MA-</p> <p>Use words and phrases acquired through conversations, listening to books read aloud, activities, and play. RF.PK.2.a.MA-</p> <p>With guidance and support, recognize and produce rhyming words</p>
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		and after) Students will begin to recognise rhyme and pattern in words/sentences. Students will understand and demonstrate the concept of opposites.				(e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/). SL.PK.1.b.MA-Continue a conversation through multiple exchanges. SL.PK.1.MA-Participate in collaborative conversations with diverse partners during daily routines and play.
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Reading and Literature -January ~ Theme: Author Study

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
What are books for? How do letters make my name? What are the parts of words?	Students will enjoy and be informed by literature Students will understand how to look at books independently	Students will distinguish between print and pictures Students will recognize cover and title page	Teacher Observation 1/31/2013	Independent book look Story time Circle Charts Labels Games Sound jobs Rhythm sticks	Students will understand information and be entertained by written literature Students will be able to explore books	RF.PK.1.MA- With guidance and support, demonstrate understanding of the organization and basic features of printed and written text:

What are rhymes?		Students will be able to clap out syllables in words		Movement	independently	books, words, letters, and the alphabet.
How do letters and sounds make words (my name)?	Students will understand that the alphabet contains both upper and lower case	Students will recognize rhyming words		Word activities Rhyming Nursery Rhymes Interactive read aloud Author study	and identify the parts of a book	RF.PK.2.a.MA- With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).
How does participating during read aloud help me to understand a story?	Students will recognize words contain sounds and syllables	Students will be able to produce non- sense rhymes			Students will clap out syllables in vocabulary words presented in books with modelling.	RF.PK.2.b.MA- With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.
What do titles and illustrations tell me about a text?	Students will recognize that rhymes are made by changing initial sounds of words	Students will be able to match initial sounds to letters using objects with same initial sound			Students will retell a main event of a story	RI.PK.7.MA- With prompting and support, describe important details from an illustration or photograph.
How does understanding pattern and rhyme help me retell a story or a poem?	Students will understand that letters have sounds associated with them	Student will be able to identify like sounds (letters) by listening			Student will ask questions about a story	RI.PK.9.MA- With prompting and support,
How does acting out, retelling, and reciting help me to understand familiar poems, stories, and rhymes?	Students will understand and identify characteristics, plot, and setting of a story	Students will be able to match initial sound of object/ word to initial sound of names			Students will understand that the title is the name of a book	
How does					Students will understand that illustrations help tell a story	
					Students will recite familiar poems by memory	

<p>learning about an author/illustrator help me to understand stories?</p>	<p>Students will make predictions and ask questions about a story</p> <p>Students will understand that books have titles and illustrations which correspond to the theme/content of the text</p> <p>Students will understand that poetry has patterns, rhythm, and sometimes rhyme</p> <p>Students will understand that rhymes, stories, and poems can be acted out</p>	<p>Students will be able to make predictions</p> <p>Students will be able to retell a main event of a story</p> <p>Students will be able to ask questions about a story</p> <p>Students will be able to make predictions about a text from a title and illustrations</p> <p>Students will be able to identify rhyming words and patterns of words</p> <p>Students will be able to memorize, recite, and act out familiar rhymes, stories, and poems</p>				<p>identify several books on a favorite topic or several books by a favorite author or illustrator.</p> <p>RL.PK.1.MA- With prompting and support, ask and answer questions about a story or poem read aloud.</p> <p>RL.PK.2.MA- With prompting and support, retell a sequence of events from a story read aloud.</p> <p>RL.PK.3.MA- With prompting and support, act out characters and events from a story or poem read aloud.</p> <p>RL.PK.4.MA- With prompting and support, ask and answer questions about unfamiliar words in a story or</p>
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		Students will understand similarities in books written by the same author/illustrator (style, use of media, pattern, subject matter).				poem read aloud. RL.PK.6.MA- With prompting and support, "read" the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds. RL.PK.7.MA- With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations. RL.PK.9.MA- With prompting and support, make connections between a story or poem and one's own experiences. RL.PK.10.MA- Listen actively as an individual and
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						as a member of a group to a variety of age-appropriate literature read aloud SL.PK.2.MA- Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).
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Composition- January ~ Theme: Author Study

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does drawing and writing tell a story or give	Students will understand that pictures drawn and words	Students will be able to write their names in uppercase letters	Teacher Observation 1/31/2013	Class books Journal your favorite book from the author	Students will draw pictures to tell a story or give information	SL.PK.6.MA- Speak audibly and express thoughts,

information? How does drawing or writing help me to express my opinion, retell information, or relate my experiences to or about a story?	dictated tell a story or give information Students will understand how to form their name with uppercase letters	Students will dictate words and draw pictures that demonstrate an understanding of a story.		study	Students will print uppercase letters to form their name	feelings, and ideas. W.PK.1.MA- Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen." W.PK.2.MA-Use a combination of dictating and drawing to explain information about a topic. W.PK.3.MA-Use a combination of dictating and drawing to tell a real or imagined story.
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February ~ Theme:Transportation

F e b r u a	Language -February ~ Theme:Transportation						
	Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
	How does listening and	Rules for discussion and	Listening to others talking,	Teacher observations	Sharing stone Birthday Basket	Raising one's hand, waiting	L.PK.1.e.MA- Use the most

r y	<p>talking in a group help me learn?</p> <p>How does talking help me to share ideas and information with others?</p> <p>How can words/objects be grouped together</p> <p>How do words help me to understand actions, movement, time and spatial concepts?</p> <p>How does understanding rhyme and pattern help me to understand word/sentence structure?</p>	<p>importance of listening in a group setting</p> <p>Language can be used to describe events, tell information, about themselves and the world around them</p> <p>Recognize that words/objects have relationships and can be grouped into various classifications</p> <p>Words are used to describe actions, time/spatial relationships.</p>	<p>make appropriate comments and asking questions within the context of a specific topic</p> <p>Use language to share information with and without prompts or adult facilitation</p> <p>Children will name, sort, categorize various objects</p> <p>Students will use language to describe movements and actions</p> <p>Students will use language to describe simple temporal concepts (before, now, and after)</p>	2/28/2013	<p>Jobs</p> <p>Circle Time</p> <p>Games</p> <p>Dramatic play</p> <p>Thematic topic</p> <p>Fingerplay</p> <p>Gross Motor Activities</p> <p>Dance/Movement</p> <p>Days of the Week</p> <p>Weather</p> <p>What is transportation?</p>	<p>one's turn to talk, speaking one at a time</p> <p>Engage in meaningful conversations, and discussions with peers and adults in groups</p> <p>Describe experiences to adults and peers share information with others</p>	<p>frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L.PK.1.g.MA-Mathematics pre-kindergarten standards to express concepts related to length, area, weight, capacity, and volume.</p> <p>L.PK.4.a.MA- With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).</p> <p>L.PK.4.MA-Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.</p>
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						<p>L.PK.5.a.MA- Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture).</p> <p>L.PK.5.c.MA- Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).</p> <p>L.PK.6.MA- Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.</p> <p>RF.PK.2.a.MA- With guidance and support, recognize and</p>
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						<p>produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).</p> <p>SL.PK.1.b.MA- Continue a conversation through multiple exchanges.</p> <p>SL.PK.1.MA- Participate in collaborative conversations with diverse partners during daily routines and play.</p>
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Reading and Literature - February ~ Theme: Transportation

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
<p>What are informational texts for?</p> <p>How do letters make my name?</p> <p>What are the parts of words?</p>	<p>Students will enjoy and be informed by informational texts.</p> <p>Students will understand how to look at books independently</p>	<p>Students will distinguish between print and pictures</p> <p>Students will recognize cover and title page</p>	<p>Teacher Observation 2/28/2013</p>	<p>Independent book look</p> <p>Story time</p> <p>Circle</p> <p>Charts</p> <p>Labels</p> <p>Games</p> <p>Sound jobs</p> <p>Songs-click</p>	<p>Students will understand information and be entertained by written literature</p> <p>Students will be able to explore books</p>	<p>RF.PK.1.MA- With guidance and support, demonstrate understanding of the organization and basic features of printed and</p>

<p>What are rhymes?</p> <p>How do letters and sounds make words (my name)?</p> <p>How does participating during read aloud of help me to understand a story/informational text?</p> <p>What do titles and illustrations tell me about a text?</p> <p>How does understanding pattern and rhyme help me recite poems?</p> <p>How does acting out, retelling, and reciting help me to understand familiar poems, stories, and rhymes?</p>	<p>Students will understand that the alphabet contains both upper and lower case</p> <p>Students will recognize words contain sounds and syllables</p> <p>Students will recognize that rhymes are made by changing initial sounds of words</p> <p>Students will understand that letters have sounds associated with them</p> <p>Students will understand and identify characteristics, plot, and setting of a story</p> <p>Students will make predictions and ask</p>	<p>Students will be able to clap out syllables in words</p> <p>Students will recognize rhyming words</p> <p>Students will be able to produce non- sense rhymes</p> <p>Students will be able to match initial sounds to letters using objects with same initial sound</p> <p>Student will be able to identify like sounds (letters) by listening</p> <p>Students will be able to match initial sound of object/ word to initial sound of names</p> <p>Students will be</p>	<p>Rhythm sticks</p> <p>Movement</p> <p>Word activities</p> <p>Rhyming</p> <p>Nursery Rhymes</p> <p>Interactive read aloud</p> <p>What is transportation?</p>	<p>independently and identify the parts of a book</p> <p>Students will clap out syllables in vocabulary words presented in books with modelling.</p> <p>Students will retell a main event of a story</p> <p>Students will ask questions about a story/informational text.</p> <p>Students will understand that the title is the name of a book</p> <p>Students will understand that illustrations help tell a story</p> <p>Students will recite familiar poems by memory</p>	<p>written text: books, words, letters, and the alphabet.</p> <p>RF.PK.2.a.MA- With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).</p> <p>RF.PK.2.b.MA- With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.</p> <p>RI.PK.1.MA- With prompting and support, ask and answer questions about an informational text read aloud.</p>
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	<p>questions about a story/informational text?</p> <p>Students will understand that books have titles and illustrations which correspond to the theme/content of the text</p> <p>Students will understand that poetry has patterns, rhythm, and sometimes rhyme</p> <p>Students will understand that rhymes, stories, and poems can be acted out</p>	<p>able to make predictions</p> <p>Students will be able to retell a main event of a story</p> <p>Students will be able to ask questions about a story/informational text.</p> <p>Students will be able to make predictions about a text from a title and illustrations</p> <p>Students will be able to identify rhyming words and patterns of words</p> <p>Students will be able to memorize, recite, and act out familiar rhymes, stories, and poems</p>				<p>RI.PK.2.MA- With prompting and support, recall important facts from an informational text after hearing it read aloud.</p> <p>RI.PK.3.MA- With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).</p> <p>RI.PK.4.MA- With prompting</p>
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						<p>variety of age-appropriate informational texts read aloud.</p> <p>RL.PK.4.MA- With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.</p> <p>RL.PK.6.MA- With prompting and support, "read" the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.</p> <p>SL.PK.2.MA- Recall information for short periods of time and retell, act out, or represent</p>
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information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).

Composition -February ~ Theme: Transportation

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does drawing and writing tell a story or give information?	Students will understand that pictures drawn and words dictated tell a story or give information	Students will be able to write their names in uppercase letters	Teacher Observation 2/28/2013	Class books Journal Entry on Transportation	Students will draw pictures to tell a story or give information	SL.PK.5.MA- Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.
How does drawing or writing help me to express my opinions,retell information,or relate my experiences to or about an	Students will understand how to form their name with uppercase letters				Students will print uppercase letters to form their name	SL.PK.6.MA- Speak audibly and express

informational text?						<p>thoughts, feelings, and ideas.</p> <p>W.PK.1.MA- Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen").</p> <p>W.PK.2.MA-Use a combination of dictating and drawing to explain information about a topic.</p> <p>W.PK.3.MA-Use a combination of dictating and drawing to tell a real or imagined story.</p>
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March Language_March ~ Theme: Healthy Me

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does	Rules for	Listening to	Teacher	Birthday Basket	Raising one's	L.PK.4.MA-Ask

<p>listening and talking in a group help me learn?</p> <p>How does talking help me to share ideas and information with others?</p> <p>How can words/objects be grouped together</p> <p>How do words help me to understand actions, movement, time and spatial concepts?</p>	<p>discussion and importance of listening in a group setting</p> <p>Language can be used to describe events, tell information, about themselves and the world around them</p> <p>Recognize that words/objects have relationships and can be grouped into various classifications</p>	<p>others talking, make appropriate comments and asking questions within the context of a specific topic</p> <p>Use language to share information with and without prompts or adult facilitation</p> <p>Children will name, sort, categorize various objects</p> <p>Students will use language to describe movements and actions</p> <p>Students will use language to describe simple temporal concepts (before, now, and after)</p>	<p>observations 3/31/2013</p>	<p>Jobs Circle Time Games Dramatic play Fingerplay Gross Motor Activities Dance/Movement Days of the Week Weather Vocabulary Routines My Plate Dental Hygeine Importance of exercise</p>	<p>hand, waiting one's turn to tlak, speaking one at a time</p> <p>Engage in meaningful conversations, and discussions with peers and adults in groups</p> <p>Describe experiences to adults and peers share information with others</p>	<p>and answer questions about the meanings of new words and phrases introduced through books, activities, and play.</p> <p>L.PK.5.a.MA- Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture).</p> <p>L.PK.5.c.MA- Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).</p> <p>L.PK.5.MA-With guidance and support from adults, explore</p>
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						<p>word relationships and nuances of word meanings.</p> <p>SL.PK.1.MA- Participate in collaborative conversations with diverse partners during daily routines and play.</p> <p>SL.PK.4.MA- Describe personal experiences; tell real or imagined stories.</p>
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Reading and Literature March ~ Theme: Healthy Me

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
<p>What are books for?</p> <p>How do letters make my name?</p> <p>What are the parts of words?</p> <p>What are rhymes?</p>	<p>Students will enjoy and be informed by literature</p> <p>Students will understand how to look at books independently</p>	<p>Students will distinguish between print and pictures</p> <p>Students will recognize cover and title page</p> <p>Students will be</p>	<p>Teacher Observation 3/31/2013</p>	<p>Independent book look</p> <p>Story time</p> <p>Circle</p> <p>Charts</p> <p>Labels</p> <p>Games</p> <p>Sound jobs</p> <p>Rhythm sticks</p> <p>Movement</p>	<p>Students will understand information and be entertained by written literature</p> <p>Students will be able to explore books independently</p>	<p>RF.PK.1.d.MA- Recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name.</p> <p>RF.PK.1.MA- With guidance</p>

How do letters and sounds make words (my name)?	Students will understand that the alphabet contains both upper and lower case	able to clap out syllables in words		Word activities Rhyming Color Poems Stories (click for titles) Interactive read aloud	and identify the parts of a book	and support, demonstrate understanding of the organization and basic features of printed and written text:
How does participating during read aloud help me to understand a story?	Students will recognize words contain sounds and syllables	Students will recognize rhyming words			Students will clap out syllables in vocabulary words presented in books with modelling.	books, words, letters, and the alphabet.
What do titles and illustrations tell me about a text?	Students will recognize that rhymes are made by changing initial sounds of words	Students will be able to produce non- sense rhymes			Students will retell a main event of a story	RF.PK.2.a.MA- With guidance and support, recognize and produce rhyming words (e.g.,
How does understanding pattern and rhyme help me recite poems?	Students will understand that letters have sounds associated with them	Students will be able to match initial sounds to letters using objects with same initial sound			Student will ask questions about a story	identify words that rhyme with /cat/ such as /bat/ and /sat/).
How does acting out, retelling, and reciting help me to understand familiar poems, stories, and rhymes?	Students will understand that letters have sounds associated with them	Student will be able to identify like sounds (letters) by listening			Students will understand that the title is the name of a book	RF.PK.2.b.MA- With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.
	Students will understand and identify characteristics, plot, and setting of a story	Students will be able to match initial sound of object/ word to initial sound of names			Students will understand that illustrations help tell a story	RF.PK.2.c.MA- Identify the initial sound of a spoken word and, with
	Students will	Students will be				

	<p>make predictions and ask questions about a story</p> <p>Students will understand that books have titles and illustrations which correspond to the theme/ content of the text</p> <p>Students will understand that poetry has patterns, rhythm, and sometimes rhyme</p> <p>Students will understand that rhymes, stories, and poems can be acted out</p>	<p>able to make predictions</p> <p>Students will be able to retell a main event of a story</p> <p>Students will be able to ask questions about a story</p> <p>Students will be able to make predictions about a text from a title and illustrations</p> <p>Students will be able to identify rhyming words and patterns of words</p> <p>Students will be able to memorize, recite, and act out familiar rhymes, stories, and poems</p>			<p>guidance and support, generate several other words that have the same initial sound.</p> <p>RF.PK.3.a.MA-Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written â€• Bâ€•).</p> <p>RF.PK.3.c.MA-Recognize one's own name and familiar common signs and labels (e.g., STOP).</p> <p>RF.PK.3.MA-Demonstrate beginning understanding of</p>
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						<p>phonics and word analysis skills.</p> <p>RI.PK.1.MA- With prompting and support, ask and answer questions about an informational text read aloud.</p> <p>RI.PK.2.MA- With prompting and support, recall important facts from an informational text after hearing it read aloud.</p> <p>RI.PK.3.MA- With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on</p>
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						<p>animals, show how an elephant's gait differs from a bunny's hop).</p> <p>RI.PK.4.MA- With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.</p> <p>RI.PK.6.MA- With prompting and support, read • illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).</p> <p>RI.PK.10.MA- Listen actively as an individual and as a member of a group to a variety of age-appropriate informational</p>
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						<p>texts read aloud. RL.PK.7.MA- With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations. RL.PK.8.A.MA- Respond with movement or clapping to a regular beat in poetry or song. SL.PK.2.MA- Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of</p>
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birds and their nests).

Composition-March ~ Theme: Healthy Me.

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does drawing and writing tell a story or give information?	<p>Winter Theme weather, animal behavior, traditions</p> <p>Students will understand that pictures drawn and words dictated tell a story or give information</p>		<p>Teacher Observation 3/31/2013</p> <p>Journal 3/31/2013</p>	<p>Class books</p> <p>Journals</p> <p>Trees in winter</p> <p>Sequence</p> <p>Dressing for Outside</p>	<p>Students will draw pictures to tell a story or give information</p> <p>Students will print uppercase letters to form their name</p>	<p>SL.PK.5.MA- Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.</p> <p>SL.PK.6.MA- Speak audibly and express thoughts, feelings, and ideas.</p> <p>W.PK.1.MA- Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station</p>

							to see the truck and meet the firemen.â€•). W.PK.2.MA-Use a combination of dictating and drawing to explain information about a topic. W.PK.3.MA-Use a combination of dictating and drawing to tell a real or imagined story.
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April Language- April ~ Theme: Spring: Weather, Earth, Plants, Seeds, Animals

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does listening and talking in a group help me learn?	Rules for discussion and importance of listening in a group setting	Listening to others talking, make appropriate comments and asking questions within the context of a specific topic	Teacher observations 4/30/2013	Birthday Basket Jobs Circle Time Games Dramatic play Fingerplay Gross Motor Activities Dance/Movement Days of the Week Weather Name Learning	Raising one's hand, waiting one's turn to talk, speaking one at a time Engage in meaningful conversations, and discussions with peers and adults in groups	L.PK.0.MA-Language L.PK.1.b.MA-Use frequently occurring nouns and verbs. L.PK.1.d.MA-Understand and use question words (e.g., who, what, where, when, why,
How does talking help me to share ideas and information with others?	Language can be used to describe events, tell information, about themselves and the world around them	Use language to share information with and without prompts or adult				
How can						

words/objects be grouped together How do words help me to understand actions, movement, time and spatial concepts?	Recognize that words/objects have relationships and can be grouped into various classifications	<p>facilitation</p> <p>Children will name, sort, categorize various objects</p> <p>Students will use language to describe movements and actions</p> <p>Students will use language to describe simple temporal concepts (before, now, and after)</p>		<p>(Click for details)</p> <p>Vocabulary</p> <p>Routines</p> <p>Feeling Box”reach in and touch, describe what you feel</p> <p>Texture</p> <p>Collage”feel textures of collage and describe how it feels</p> <p>What are feelings?</p>	Describe experiences to adults and peers share information with others	<p>how).</p> <p>L.PK.1.f.MA- Demonstrate the ability to speak in complete sentences.</p> <p>L.PK.1.MA- Demonstrate use of oral language in informal everyday activities.</p> <p>SL.PK.3.MA- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.PK.4.MA- Describe personal experiences; tell real or imagined stories.</p>
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Reading and Literature -April ~ Theme: Spring: Weather, Earth, Seeds/Plants, Animals

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
What are books for?	Students will enjoy and be	Students will distinguish	Teacher Observation	Independent book look	Students will understand	RF.PK.2.b.MA- With guidance

How do letters make my name?	informed by literature	between print and pictures	4/30/2013	Story time Circle Charts Labels Games Sound jobs Rhythm sticks Movement Word activities Rhyming Color Poems Stories (click for titles) Interactive read aloud	information and be entertained by written literature	and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.
What are the parts of words?	Students will understand how to look at books independently	Students will recognize cover and title page			Students will be able to explore books independently and identify the parts of a book	RF.PK.2.c.MA- Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.
What are rhymes?	Students will understand that the alphabet contains both upper and lower case	Students will be able to clap out syllables in words			Students will clap out syllables in vocabulary words presented in books with modelling.	RI.PK.1.MA- With prompting and support, ask and answer questions about an informational text read aloud.
How do letters and sounds make words (my name)?		Students will recognize rhyming words				RI.PK.2.MA- With prompting and support, recall important facts from an informational text after hearing it read aloud.
How does participating during read aloud help me to understand a story?	Students will recognize words contain sounds and syllables	Students will be able to produce non- sense rhymes			Students will retell a main event of a story	RI.PK.3.MA-
What do titles and illustrations tell me about a text?	Students will recognize that rhymes are made by changing initial sounds of words	Students will be able to match initial sounds to letters using objects with same initial sound			Student will ask questions about a story	
How does understanding pattern and rhyme help me recite poems?	Students will understand that letters have sounds associated with them	Student will be able to identify like sounds (letters) by listening			Students will understand that the title is the name of a book	
How does acting out, retelling, and					Students will understand that	

<p>reciting help me to understand familiar poems, stories, and rhymes?</p>	<p>Students will understand and identify characteristics, plot, and setting of a story</p>	<p>Students will be able to match initial sound of object/ word to initial sound of names</p>			<p>illustrations help tell a story</p> <p>Students will recite familiar poems by memory</p>	<p>With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop). RL.PK.7.MA- With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations. RL.PK.9.MA- With prompting and support, make connections</p>
	<p>Students will make predictions and ask questions about a story</p>	<p>Students will be able to make predictions</p>				
	<p>Students will understand that books have titles and illustrations which correspond to the theme/ content of the text</p>	<p>Students will be able to retell a main event of a story</p>				
	<p>Students will understand that poetry has patterns, rhythm, and sometimes rhyme</p>	<p>Students will be able to ask questions about a story</p>				
	<p>Students will understand that rhymes, stories, and poems can be acted out</p>	<p>Students will be able to make predictions about a text from a title and illustrations</p>				
		<p>Students will be able to identify rhyming words and patterns of words</p>				

		Students will be able to memorize, recite, and act out familiar rhymes, stories, and poems				between a story or poem and one's own experiences.
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Composition April ~ Spring: Weather, Earth, Plant/Seeds, Animals

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does drawing and writing tell a story or give information?	Students will understand that pictures drawn and words dictated tell a story or give information		Teacher Observation 4/30/2013	Class Books (click for details)	Students will draw pictures to tell a story or give information Students will print uppercase letters to form their name	SL.PK.5.MA- Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others. W.PK.1.MA- Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck")

						and meet the firemen.â€•). W.PK.2.MA-Use a combination of dictating and drawing to explain information about a topic.
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Language May ~ Theme: Nursery Rhymes and Fairy Tales

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does listening and talking in a group help me learn?	Rules for discussion and importance of listening in a group setting	Listening to others talking, make appropriate comments and asking questions within the context of a specific topic	Teacher observations 5/31/2013	Birthday Basket Jobs Circle Time Games Dramatic play Fingerplay Gross Motor Activities Dance/Movement Days of the Week Weather Name Learning (Click for details) Vocabulary Routines	Raising one's hand, waiting one's turn to talk, speaking one at a time Engage in meaningful conversations, and discussions with peers and adults in groups Describe experiences to adults and peers share information with others	L.PK.1.c.MA-Form regular plural nouns. L.PK.4.a.MA-With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad). SL.PK.3.MA-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
How does talking help me to share ideas and information with others?	Language can be used to describe events, tell information, about themselves and the world around them	Use language to share information with and without prompts or adult facilitation				
How can words/objects be grouped together?	Recognize that words/objects have relationships and can be grouped into various classifications	Children will name, sort, categorize various objects				
How do words help me to understand actions,						

movement, time and spatial concepts?		<p>Students will use language to describe movements and actions</p> <p>Students will use language to describe simple temporal concepts (before, now, and after)</p>				SL.PK.4.MA- Describe personal experiences; tell real or imagined stories.
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Reading and Literature May ~ Theme: Nursery Rhymes and Fairy Tales

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
<p>What are books for?</p> <p>How do letters make my name?</p> <p>What are the parts of words?</p> <p>What are rhymes?</p> <p>How do letters and sounds make words (my name)?</p>	<p>Students will enjoy and be informed by literature</p> <p>Students will understand how to look at books independently</p> <p>Students will understand that the alphabet contains both upper and lower</p>	<p>Students will distinguish between print and pictures</p> <p>Students will recognize cover and title page</p> <p>Students will be able to clap out syllables in words</p> <p>Students will recognize</p>	<p>Teacher Observation 5/31/2013</p>	<p>Independent book look</p> <p>Story time</p> <p>Circle</p> <p>Charts</p> <p>Labels</p> <p>Games</p> <p>Sound jobs</p> <p>Rhythm sticks</p> <p>Movement</p> <p>Word activities</p> <p>Rhyming</p> <p>Color Poems</p> <p>Stories (click for titles)</p>	<p>Students will understand information and be entertained by written literature</p> <p>Students will be able to explore books independently and identify the parts of a book</p> <p>Students will clap out syllables in</p>	<p>RF.PK.2.a.MA- With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).</p> <p>RF.PK.2.b.MA- With guidance and support, segment words in a simple sentence</p>

<p>How does participating during read aloud help me to understand a story?</p>	<p>case Students will recognize words contain sounds and syllables</p>	<p>rhyiming words Students will be able to produce non- sense rhymes</p>		<p>Nursery Rhymes Interactive read aloud The Friendly Book”Margaret Wise Brown</p>	<p>vocabulary words presented in books with modelling. Students will retell a main event of a story</p>	<p>by clapping and naming the number of words in the sentence. RF.PK.2.MA- With guidance and support, demonstrate understanding of</p>
<p>What do titles and illustrations tell me about a text?</p>	<p>Students will recognize that rhymes are made by changing initial sounds of words</p>	<p>Students will be able to match initial sounds to letters using objects with same initial sound</p>			<p>Student will ask questions about a story</p>	<p>spoken words, syllables, and sounds (phonemes). RL.PK.3.MA-</p>
<p>How does understanding pattern and rhyme help me recite poems?</p>	<p>Students will understand that letters have sounds associated with them</p>	<p>Student will be able to identify like sounds (letters) by listening</p>			<p>Students will understand that the title is the name of a book</p>	<p>With prompting and support, act out characters and events from a story or poem read aloud.</p>
<p>How does acting out, retelling, and reciting help me to understand familiar poems, stories, and rhymes?</p>	<p>Students will understand and identify characteristics, plot, and setting of a story</p>	<p>Students will be able to match initial sound of object/ word to initial sound of names</p>			<p>Students will understand that illustrations help tell a story</p>	<p>RL.PK.6.MA- With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.</p>
	<p>Students will make predictions and ask questions about a story Students will</p>	<p>Students will be able to make predictions Students will be able to retell a</p>			<p>Students will recite familiar poems by memory</p>	<p>RL.PK.7.MA-</p>

	<p>understand that books have titles and illustrations which correspond to the theme/content of the text</p> <p>Students will understand that poetry has patterns, rhythm, and sometimes rhyme</p> <p>Students will understand that rhymes, stories, and poems can be acted out</p>	<p>main event of a story</p> <p>Students will be able to ask questions about a story</p> <p>Students will be able to make predictions about a text from a title and illustrations</p> <p>Students will be able to identify rhyming words and patterns of words</p> <p>Students will be able to memorize, recite, and act out familiar rhymes, stories, and poems</p>				<p>With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.</p> <p>RL.PK.9.MA- With prompting and support, make connections between a story or poem and one's own experiences.</p>
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Composition May ~ Theme: Nursery Rhymes and Fairy Tales

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does	Students will		Teacher	Class Books	Students will	W.PK.3.MA-Use

drawing and writing tell a story or give information?	understand that pictures drawn and words dictated tell a story or give information		Observation 5/31/2013	(click for details) All About Me Book - individual (click for details)	draw pictures to tell a story or give information Students will print uppercase letters to form their name	a combination of dictating and drawing to tell a real or imagined story.
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Language June ~ Theme: Summer: weather, activites, safety

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does listening and talking in a group help me learn?	Rules for discussion and importance of listening in a group setting	Listening to others talking, make appropriate comments and asking questions within the context of a specific topic	Teacher observations 6/30/2013	Birthday Basket Jobs Circle Time Games Dramatic play Fingerplay Gross Motor Activities Dance/Movement Days of the Week Weather Name Learning (Click for details) Vocabulary Routines	Raising one's hand, waiting one's turn to tlak, speaking one at a time Engage in meaningful conversations, and discussions with peers and adults in groups Describe experiences to adults and peers share information with others	L.PK.1.a.MA- (Begins in kindergarten) L.PK.1.b.MA- Use frequently occurring nouns and verbs. L.PK.1.e.MA- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). SL.PK.3.MA- Ask and answer questions in order to seek help, get
How does talking help me to share ideas and information with others?	Language can be used to describe events, tell information, about themselves and the world around them	Use language to share information with and without prompts or adult facilitation				
How can words/objects be grouped together	Recognize that words/objects have relationships and can be grouped into various classifications	Children will name, sort, categorize various objects				
How do words help me to understand actions,						

movement, time and spatial concepts?		Students will use language to describe movements and actions Students will use language to describe simple temporal concepts (before, now, and after)				information, or clarify something that is not understood.
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Reading and Literature June ~ Theme: Summer: weather, activities, safety

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
What are books for? How do letters make my name?	Students will enjoy and be informed by literature	Students will distinguish between print and pictures	Teacher Observation 6/30/2013	Independent book Story time Circle Charts Labels Games Sound jobs Rhythm sticks Movement Word activities Rhyming Color Poems Stories (click for titles)	Students will understand information and be entertained by written literature	RI.PK.1.MA- With prompting and support, ask and answer questions about an informational text read aloud.
What are the parts of words? What are rhymes?	Students will understand how to look at books independently	Students will recognize cover and title page			Students will be able to explore books independently and identify the parts of a book	RI.PK.2.MA- With prompting and support, recall important facts from an informational text after hearing it read aloud.
How do letters and sounds make words (my name)?	Students will understand that the alphabet contains both upper and lower	Students will be able to clap out syllables in words Students will recognize			Students will clap out syllables in	

<p>How does participating during read aloud help me to understand a story?</p>	<p>case Students will recognize words contain sounds and syllables</p>	<p>rhyiming words Students will be able to produce non- sense rhymes</p>		<p>Nursery Rhymes Interactive read aloud</p>	<p>vocabulary words presented in books with modelling.</p>	<p>RI.PK.6.MA- With prompting and support, read illustrations in an</p>
<p>What do titles and illustrations tell me about a text?</p>	<p>Students will recognize that rhymes are made by changing initial sounds of words</p>	<p>Students will be able to match initial sounds to letters using objects with same initial sound</p>			<p>Students will retell a main event of a story</p>	<p>informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).</p>
<p>How does understanding pattern and rhyme help me recite poems?</p>	<p>Students will understand that letters have sounds associated with them</p>	<p>Student will be able to identify like sounds (letters) by listening</p>			<p>Student will ask questions about a story</p>	<p>RI.PK.9.MA- With prompting and support, identify several books on a favorite topic or</p>
<p>How does acting out, retelling, and reciting help me to understand familiar poems, stories, and rhymes?</p>	<p>Students will understand and identify characteristics, plot, and setting of a story</p>	<p>Students will be able to match initial sound of object/ word to initial sound of names</p>			<p>Students will understand that illustrations help tell a story</p>	<p>or illustrator. RL.PK.4.MA- With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.</p>
	<p>Students will make predictions and ask questions about a story</p>	<p>Students will be able to make predictions</p>			<p>Students will recite familiar poems by memory</p>	<p>RL.PK.9.MA- With prompting and support, make connections</p>
	<p>Students will</p>	<p>Students will be able to retell a</p>				

	<p>understand that books have titles and illustrations which correspond to the theme/content of the text</p> <p>Students will understand that poetry has patterns, rhythm, and sometimes rhyme</p> <p>Students will understand that rhymes, stories, and poems can be acted out</p>	<p>main event of a story</p> <p>Students will be able to ask questions about a story</p> <p>Students will be able to make predictions about a text from a title and illustrations</p> <p>Students will be able to identify rhyming words and patterns of words</p> <p>Students will be able to memorize, recite, and act out familiar rhymes, stories, and poems</p>				<p>between a story or poem and one's own experiences.</p>
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Composition June ~ Theme: Summer: weather, activities, safety

Essential Questions	Content	Skills	Assessments	Lessons	Learning Benchmarks	Standards
How does	Students will		Teacher	Class Books	Students will	SL.PK.5.MA-

drawing and writing tell a story or give information?	understand that pictures drawn and words dictated tell a story or give information		Observation 6/30/2013	(click for details)	draw pictures to tell a story or give information Students will print uppercase letters to form their name	Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others. SL.PK.6.MA-Speak audibly and express thoughts, feelings, and ideas. W.PK.1.MA- Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen." W.PK.2.MA-Use a combination of dictating and drawing to explain
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						information about a topic.
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