

Ganado Unified School District #20

(Early Learning: ELA, Math, Science, Social Studies, Social and Emotional/Pre-K)

PACING Guide SY 2021-2022

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
Creative Curriculum	<u>Early Learning Standards: (All Year)</u> Social-Emotional Standards - S1: Self-Awareness and Social Emotional Skills - Concept 1: Self-Awareness - Indicator a, b, c, d, e - Concept 2: Recognizes and Expresses Feelings - Indicator: a, b, c, d, e - Concept 3: Self- Regulation - Indicator a, b, c - S2: Relationships and Social Skills - Concept 1: Attachment - Indicator a, b, c - Concept 2: Social Interactions - Indicator a, b, c - Concept 3: Respect - Indicator a, b, c Approaches to Learning: - S1: Initiative and Curiosity - Concept 1: Initiative - Indicator a, b, c - Concept 2: Curiosity - Indicator a, b, c			

- S2: Attentiveness and Persistence
Concept 1: Attentiveness
Indicator a, b, c
Concept 2: Persistence
Indicator a, b, c
- S3: Confidence and Resilience
Concept 1: Confidence and Resilience
Indicator a, b, c, d
- S4: Creativity
Concept 1: Creativity
Indicator a, b, c
- S5: Reasoning and Problem-Solving
Concept 1: Reasoning
Indicator a, b, c
Concept 2: Problem Solving
Indicator a, b, c, d

Physical Development, Health and Safety Standards

- S1 Physical Health and Development
Concept 1: Gross Motor Development
Indicator a, b, c, d
Concept 2: Fine Motor Development
Indicator a, b, c, d
- S2: Health
Concept 1: Personal Health and Hygiene Practices
Indicator a, b, c, d, e
- S3 Safety
Concept 1: Safety and Inquiry Prevention
Indicator a, b, c, d, e, f, g, h



Quarter 1:

Beginning of the Year

Early Learning Standards:

Week 1

Language and Literacy:

- S1: Language
Concept 1: Receptive Language
Understanding
Indicator a and b
- S1: Language Concept 2:
Expressive Language and
Communication Skills Indicator
- S3: Emergent Writing
Concept 1: Early Writing, Writing
Processes, and Writing Application
Indicator b

Mathematics:

- S3: Measurement and Data
Concept 2: Data Analysis
Indicator a
- S3: Measurement and Data
Concept 2: Sorts and Classifies
Indicator a and b
- S4: Geometry
Concept 2: Shapes
Indicator a and b

Science:

- S1: Inquiry and Application
Concept 1: Exploration,
Observation, and Hypothesis
Indicator a, b, c

Social Studies:

- S2 Community
Concept 2: Understands
Community
Indicator c
- S2: Community
Concept 1: Understanding
Community
Indicator e

What names do we need to
know at school?

- Can you find your
name and put it on
the board?
- Have you ever lost
something?
- Did Humpty
Dumpty dance or did
he crack?
- Do you know how to
use this? (Interesting
Item)
- Do you know the
name of this place?

Who works at our school?

- Does this person
work at the school?
(Show a variety of
pictures)
- Have you seen this
person at school?
(Show a picture of
an employee.)
- Does this man go to
our school? (Show a
picture of a
gingerbread man)

I will find my name and put it on
the board.

I will be able to recall past events.
I will be able to critical think simple
book readings.

I will analyze and strategies how to
use a specific item.

I am able to recognize where I am.

I am learning and becoming
familiar with who works at my
school.

I am learning and becoming
familiar with who does not work at
our school

Children's Names,
Interest Areas, Lost,
Family, Skills, Portrait,
Beehive, Neighborhood

Week 2

Language and Literacy

- S1: Language
Concept 1: Receptive Language Understanding
Indicator a and b
Concept 2: Expressive Language and Communication Skills
Indicator c
- S2: Emergent Literacy
Concept 1: Concept of Print
Indicator a, b, c
Concept 4: Alphabet Knowledge
Indicator c
- Emergent Writing
Concept 1: Early Writing, Writing Process, and Writing Application
Indicator a

Mathematics

- S1: Counting and Cardinality
Concept 1: Counts out loud
Indicator a
Concept 2: Knows Number Names and Symbols
Indicator b
Concept 2: Patterning
Indicator a
Concept 3: Counts to Tell Number of Objects
Indicator a
- S3: Measurement and Data
Concept 3: Measures
Indicator e

Social Studies

- S1: Family
Concept 1: Understand Family
Indicator e
- S2: Community
Concept 2: Rights, Responsibilities and Roles within Community
Indicator e

Fine Arts

What are our rules?

- Did you wash your hands when you got to school?
- Would you like to paint today?
- How many fingers are on your hands? 2 or 5?
- Have you ever seen someone ____? (Name the special skill of today's visitor.)

How do we make and keep friends?

- How can we be part of a group?
- Can you make this shape with your hands? (Display a picture of a shape)
- Do you know what this is? (Display a picture of a piñata)
- What do you like to do with your friends? (Provide a sticky note for students to draw on)
- Which book would you like to read today? (Display 2 books about friendship)
- What would you do if you and your friend want the same toy?

I will learn my classroom rules.
I am getting into a routine of washing my hands.
I will learn how to use my paint.
I will learn to identify how many fingers I have on my hands.
I will learn everyone is special.
I will learn to understand the routine throughout the day.

Rule, Resting, Position, Question, Recommendation, Take turns, piñata, friends, microphone, Tempo, real, pretend, scared

- S2: Music and Creativity
Movement
Concept 1: Create and Understands
Music, Movement and Dance
Indicator a and c

Week 3

Language and Literacy

- S1: Language
Concept 2: Expressive Language and Communication Skills
Indicator a, b, c, g
- S2: Emergent Literacy
Concept 1: Concepts of Print
Indicator a
- S3: Emergent Writing
Concept 1: Early Writing, Writing Process, and Writing Applications
Indicator a and b

Mathematics

- S1: Counting and Cardinality
Concept 1: Counts out Loud
Indicator a and b
Concept 2: Knows Number Names and Symbols
Indicator c
- S2: Operations and Algebraic Thinking

Science

- S1: Inquiry and Application
Concept 1: Exploration, Observation, and Hypothesis
Indicator a and b
Concept 3: Analysis and Conclusion
Indicator b

Science

- S1: Inquiry and Application
Concept 1: Exploration, Observation, and Hypothesis
Indicator a

Social Studies

- S2: Historical Thinking

What should we do if we get sad or scared at school?

- Have you ever been sad?
- Have you ever been scared?
- What makes you happy?

When do things happen at school?

- Do you know how this is used at school? (Display a picture of a clock.)
- What do we do after snack? (Offer 2 choices.)
- What do we do when we first get to school? (Offer 2 choices.)

I am learning the difference in my emotions (sad, scared, and happy). I am learning how to make and keep friends. I am learning to make shapes with my hands. I am learning what a piñata looks like. I am learning to make choices. I am learning to share.

Jalapeno, bagel, clock, schedule, neighborhood

Concept 1: Understands Time-Past,
Present, and Future
Indicator a

Creative Curriculum Sign Study

Week 4

Language and Literacy

- S1: Language
Concept 1: Receptive Language Understanding
Indicator a and c
Concept 2: Expressive Language and Communication Skills
Indicator b
- S2: Emergent Literacy
Concept 1: Concept of Print
Indicator a and b
Concept 3: Phonological Awareness
Indicator a, b, c, d, f, g
Concept 4: Alphabet Knowledge
Indicator a, b, c

Mathematics

- S1: Counting and Cardinality
Concept 1: Counts Out Loud
Indicator a and b
Concept 2: Knows Number Names and Symbols
Indicator b, c, d, e
- S2: Operations and Algebraic Thinking
Concept 2: Patterning
Indicator a, b, c
- S3: Measurement and Data
Concept 1: Sorts and Classifies
Indicator a and b
- S4: Geometry
Concept 1: Shapes
Indicator a, b, c, e

Science

- S1: Inquiry and Application

What do we know about signs? What do we want to find out?

- What shape is this sign?
- Do you know what this sign means?
- Which of these is a sign?
- What sign did you see today?
- What does this sign tell us?

What are the characteristics of signs?

- What is your favorite color?
- What shape is this sign?
- Which picture is the arrow pointing to?
- How many pencil wide is this sign?

I will know the shapes of different signs.

I will know the color of the signs that tell me when to stop and go.
I will be able to identify what items have more.

I will be able to sort and classify objects.

I will be able to make numbers using dough/clay.

I will be able to count and trace numbers 1 to 10.

I can explain what signs are and what we know about them.

I will be able to build using shapes.

I will be able to count objects.

I will be able to write the number 5.

I am learning to clap syllables.

I will learn about environmental print.

I will be able to identify different signs.

I will learn different colors of different signs.

I am learning to tally

I will learn to use different tools used outside.

I am learning to rhyme with sign words.

I will learn about signs that show directions and what the signs mean.

I will learn what signs mean when they show familiar animals on a sign.

I will be able to identify upper and lower case letters.

Sign, Inform, Notice, In Common, Octagon, Classify, Symbol, Banner, Universal

Concept 3: Analysis and Conclusion
Indicator a and b
Concept 4: Communication
Indicator a and c

Social Studies

- S2: Community
Concept 3: Environment
Indicator a

Visual Arts

- S1: Visual Arts
Concept 1: Improvise and Connects with Visual Arts
Indicator a, d

I will learn what signs from other countries mean.
I will learn how to make patterns using beads, peg boards, and cubes.

Week 5

Language and Literacy

- S1: Language
Concept 3: Vocabulary
Indicator d
- S2: Emergent Literacy
Concept 1: Concepts of Print
Indicator a, b, d, e
Concept 2: Book Handling Skills
Indicator c
Concept 3: Phonological Awareness
Indicator d b and c

Mathematics

- S4: Geometry
Concept 1: Shapes
Indicator a, b, c

Social Studies

- S2: Community
Concept 3: Environment
Indicator a and b

Where are signs found?

- Where is this sign?
- What store do you like to visit?
- What will you look for on our site visit?
- Where did you see this sign?
- What number is on this sign?

I will practice high knee exercises.
I will learn the signs outside the buildings.
I will identify signs in a store.
I will identify signs on store packages.
I will identify shapes.
I will learn how to break up syllables in words.
I will use my body to rhyme.
I will move to count.
I will learn letters from the alphabet.
I will show you how to make a wordless book.

Advertisement, Display, Words Related to Signs at a Grocery Store, Strategy, Traffic

Week 6

Language and Literacy

- S1: Language
Concept 1: Receptive Language
Indicator c
- S2: Emergent Literacy

How do signs help?

- What does this sign tell us?
- What does this mean?

I will begin to understand what different signs are.
I will begin to understand what a signal is.

Signal, Intersection, Detour

- Concept 1: Concepts of Print
Indicator a, b, c, e
 - S2: Emergent Literacy
Concept 4: Alphabet Knowledge
Indicator a
- Mathematics
- S1: Counting and Cardinality
Concept 3: Compare Numbers and Quantities
Indicator a
 - Strand 4: Geometry
Concept 1: Shapes
Indicator a
- Science
- S1: Inquiry and Application]
Concept 4: Communication
Indicator b

- How many signs do you see?
- Can you add to this pattern?

I will begin to understand why signals use light and other direct forms.
I will demonstrate what to do at signal signs.
I will demonstrate how to use instruments and whistles to make sign signals.
I can tell you what I do in the morning, noon, and night.
I am learning to compare sounds of objects to each other.
I am learning to understand how signs keep us safe.
I will be able to explain different signs.
I will be able to identify bigger than, less than, Equal to.
I can identify long and short.

Week 7

- Language Arts and Literacy
- S1 Language
Concept 2: Expressive Language and Communication Skills
Indicator c and d
 - S2: Emergent Literacy
Concept 3: Phonological Awareness
Indicator b and c
 - S3: Emergent Writing
Concept 1: Writing Processes and Writing Applications
Indicator a
- Mathematics
- S3: Measurement and Data
Concept 2: Data Analysis
Indicator a, b, c, d
- Fine Art
- S1: Visual Arts
Concept 1: Improvises and Connects with Visual Arts
Indicator b and c

Who works with signs?

- What do you want to ask our visitors?
- What will we see at the print shop?
- What letter is this hand making?
- What word would you like to learn in sign language?

I will be able to describe what is in my surroundings.
I will be able to describe what jobs use specific signs.
I can participate in today's read aloud.
I can participate in rhyming activities.
I am learning to draw.
I will be able to name and point at basic body parts.
I will understand how signs are made.
I will learn to guess what something is by description.
I will learn to graph.
I will sort syllables based on the number.
I will learn to recall recent events.

Printer, Sign Language, Interpreter

Creative Curriculum

Theme: Trees

Week 8

Language and Literacy

- S1: Language
Concept 2: Expressive Language and Communication Skills
Indicator c, d, e, f, h
Concept 3: Vocabulary
Indicator a, b, c
- S2: Emergent Literacy
Concept 5: Comprehension
Indicator c and d
- S3: Emergent Writing
Concept 1: Early Writing, Writing Process, and Writing Applications
Indicator b and c

Mathematics

- S1: Counting and Cardinality
Concept 2: Knows Number Names and Symbols
Indicator c
Concept 4: Compares Numbers and Quantities
Indicator a
- S1: Measurement and Data
Concept 1: Sorts and Classifies
Indicator a and b
- S4: Geometry
Concept 2: Shapes
Indicator b

Science

- S1: Inquiry and Application
Concept 1: Exploration, Observation, and Hypothesis
Indicator a and c

What do we know about trees? What do we want to find out?

- Did you see a tree on your way to school today?
- Think about a tree very near your home or a tree you see on your way to school. Are you bigger or smaller than that tree?

What are the characteristics of the trees in our community?

- What do you think we'll find under the trees on our site visit tomorrow?
- How does this feel? (Display interesting tree item.)
- Which smells best to you? (Display 2 item from a tree)
- Have you ever seen a tree like this? (Display a photo of an evergreen tree)
- Have you ever seen a tree like this? (Display a photo of a deciduous tree)

I will learn about the height of trees.
I will learn about the parts of a tree.
I will learn where we see trees.
I will learn about different types of trees.
I will learn to distinguish the characteristics of our community trees.
I will learn the difference of other trees that are not in our community.

Bigger, Smaller, Same Size, Organize, Inspiration, Circumferences, Sturdy, Senses, Germs, Poisonous, Roots, Trunk, Crown, Evergreen, Deciduous

<u>Week 9</u>	Language and Literacy - S1: Language Concept 2: Expressive Language and Communication Skills Indicator a, b, f, g - S2: Emergent Literacy Concept 3: Phonological Awareness Indicator a and b Mathematics - S1: Counting and Cardinality Concept 1: Counts out loud Indicator a Concept 3: Counts to tell number of objects Indicator a and c Science - S1: Inquiry and Application Concept 2: Investigation Indicator a and c Concept 4: Communication Indicator a and b Social Studies - S2: Community Concept 3: Geography Indicator b	Who lives in a tree? - Which animal lives in a tree: an alligator or a squirrel? - Who might have made this home in a tree? (Display a bird's nest or a picture of one.) - Could this insect hurt a tree? (Display a picture of a pine beetle from Who Lives in a Tree.) - Does the Animal Live in a Tree? (Show an image of an animal that does not live in a tree.) - What creature lives in this tree home? (Display a photo of a hive.)	I will learn what kind of animal lives in a tree. I will learn what kind of animal does not live in a tree. I will learn how their homes look in a tree.	Imagine, Wandered, Kingdom, Acorn, Pecking, Fluttered, Gobbling, Cluster, Distressed, Shortcut, Palace, Den, Feast, Clue, Senses, Harmful, Helpful, Sturdy, Fireflies, Aphids, Grouchy, Suggested, Puffed, Insist, Stinger, Jaws. Laughing Eerie, Encountered, Slap, Slippers
Second Quarter				
Creative Curriculum Trees <u>Week 10</u>	<u>Early Learning Standards:</u> Language and Literacy - S1: Language Concept 2: Expressive Language and Communication Skills Indicator c and d Concept 3: Vocabulary Indicator a, b, c - S2: Emergent Literacy Concept 1: Understands Community Indicator a	What food comes from trees? - Did this grow on tree: (Display a fruit or not from a tree) - Did this grow on a tree? (Display a different fruit or nut grown from a tree) - Did this grow on a tree? (Display an apple)	I will learn what food grows on trees. I will learn what food does not grow on trees. I will learn the difference between a fiction and non-fiction. I will explain what foods like that are grown on a tree. I will learn who takes care of trees. I will learn which food makes me healthy and strong.	Weight, Scale, Heavier, Lighter, Acorn, Stretch, Reach, Lean, Twist, Flip, Slide, Roll, National Forest, Forester, Nursery, Worker, Arborist, Trunk, Roots, Crown, Nutrients

- Concept 5: Comprehension
Indicator b and d
- Mathematics
- S2: Operations and Algebraic Thinking
Concept 2: Patterning
Indicator a and c
 - Strand 3: Measurement and Data
Concept 2: Data Analysis
Indicator b and d
- Science
- S1: Inquiry and Application
Concept 1: Exploration, Observation, and Hypotheses
Indicator a, b, c, d, e
Concept 4: Communication
Indicator b
- Social Studies
- S2: Community
Concept 1: Understands Community
Indicator a

- Is Penny Henny a real story or pretend?
- Which food tastes best to you? (Offer samples of two tree-grown foods)

Who takes care of trees?

- Which of these people take care of trees? (Display (for example) a photo of a forester or arborist and one of a doctor)
- What would you like to ask our visitor today?
- What did you learn from our visitor yesterday?
- Which food would help us be healthy and strong: (Display separate pictures of a healthy food and an unhealthy food)

Week 11

- Literacy and Language
- S1: Language
Concept 1: Receptive Language Understanding
Indicator b and c
Concept 2: Expressive Language and Communication Skills
Indicator c and d
Concept 3: Vocabulary
Indicator b
 - S2: Emergent Literacy
Concept 1: Concepts of Print
Indicator a

Mathematics

How are trees changes?

- How tall were you when you were a baby?
- How tall are you now?
- Is this a living or nonliving thing?
- What two colors when mixed together to make this color? (Display a sample of orange paint)

I will learn how trees change.
I will learn when trees change.
I will show how tall when I am now.
I will identify what is living and nonliving.
I will understand that mixing two colors together makes another color.
I will learn what is done with a damaged tree.
I will be able to label trees.
I will know how to use all tree parts.
I will learn to count sticks to 10.

Adult, Inspiration, Seed, Seeding, Sapling, Imagine, Damage, Wooden

Creative Curriculum
Clothing

Week 12

- S1: Counting and Cardinality Concept 3: Counts to Tell Numbers of Objects Indicator a - Concept 4: Compares Numbers and Quantities Indicator a - S3: Measurement and Data Concept 1: Sorts and Classifies Indicator a - Concept 3: Measures Indicator c	What do you think happened to this tree? (Display a picture of a damaged tree)	I will learn more or fewer. I will know what material my school is made from.
Science S1: Inquiry and Applications Concept 1: Exploration, Observation, and Hypotheses Indicator a and e	What can we do with parts of trees? - Are there more or fewer than 10 sticks in the guessing jar? - What would you like to ask our visitor today? - Is our school made from wood? - Which wooden instrument would you like to play?	
Fine Arts S1: Visual Arts Concept 1: Creates and Understands Visual Arts		
Language and Literacy - S1: Language Concept 2: Expressive Language and Communication Skills Indicator a, c, d, f, g - S2: Emergent Literacy Concept 5: Comprehension Indicator b, c, e, f	What do we know about clothes? - Did you wear clothes for hot weather, warm weather, or cold weather last weekend? - What color are you wearing today? - What clothes are you wearing today? - Do you have a favorite shirt? Why?	I will learn what clothes we should wear appropriately based on the season. I will share with my peers which one is my favorite shirt, because? I know what my favorite shirt is. I will learn to comprehend “Goldilocks and the Three Bears” I will learn to read clothing tags on my shirt. I will learn to identify the patterns and words written on my clothing. I will learn to read sizes of baby clothing. I will learn to count the buttons on my clothing.
Mathematics - S1: Counting and Cardinality Concept 1: Counts out loud Indicator a - Concept 3: Counts to Tell Numbers of Objects Indicator a and b - S2: Operations and Algebraic Thinking	What are the features of clothes?	Clothes, Special, Fanned, Tally, Clothespins, Coat, Hangers, Fabric, Pajamas, Whimper Fret, Weeping, Wailing, Small, Medium, Large, Size, Tape Measure, Yard Stick, Ruler, Measure, Long, Short, Bigger, Smaller, Equal, Measure Nervous

- Concept 2: Patterning Indicator a
- S3: Measurement and Data
- Concept 1: Sorts and Classifies Indicator a and b
- S4: Geometry
- Concept 2: Shapes Indicator a
- Social Studies
- S2: Community
- Concept 2: Rights, Responsibilities and Roles within Community Indicator b and c
- Fine Arts
- S2: Music and Creative Movement
- Concept 1: Creates and Understands Music, Movement, and Dance Indicator b and d
- S3: Historical Thinking Concept 1: Understands Time- Past, Present, and Future Indicator a
- What do you know about the story “Goldilocks and the Three Bears”
- Is the tag in your shirt marked with a number or the letter S, M, L?
- What shapes do you see on your clothes?
- What size clothes do you think babies wear?
- How many buttons do you have on your clothes?

Week 13

- Language and Literacy
- S1: Language
- Concept 2: Expressive Language and Communication Skills Indicator d
- S2: Emergent Literacy Concept 5: Comprehension Indicator h
- S3: Emergent Writing Concept 1: Early Writing, Writing Process, and Writing Applications Indicator a, b, c
- Mathematics
- S1: Measurement and Data
- Concept 1: Sorts and Classifies Indicator a
- Concept 2: Data Analysis Indicator a, b, c, d
- Science

How do we take care of our clothes?

- Which soap makes the most bubbles: liquid, powder, or bar?
- Which soap will clean the best: liquid, powder, or bar?
- Can you find something with a straight line and something with a curved line in our classroom?
- Do you have pockets on your clothes today?

I will learn to take care of my clothes.
I will learn which soap will make the best bubbles, liquid, powder, or bar.
I will learn to identify something that is straight or that is curved.

Powder, Liquid, Solid, Laundromat, Clothesline, Straight, Curve, Slant, Mend

- S1: Inquiry and Application
Concept 2: Investigation Indicator
b and c
Concept 4: Communication
Indicator a, b, c
- Social Studies
- S2: Community
Concept 1: Understands
Community
Indicator b and c
 - S3: Historical Thinking Concept 1:
Understands Time- Past, Present,
and Future
Indicator a

Week 14

Language and Literacy

- S1: Language
Concept 1: Receptive Language
Understanding
Indicator c
Concept 2: Expressive Language
and Communication Skills
Indicator b, c, d
- S2: Emergent Literacy Concept 1:
Concepts of Print Indicator a, b, c

Mathematics

- S2: Operations and Algebraic
Thinking
Concept 2: Patterning
Indicator a, b, d, e
- S3: Measurement and Data
Concept 1: Sorts and Classifies
Indicator a and b

Science

- S1: Inquiry and Application
Concept 1: Exploration,
Observation, and Hypotheses
Indicator d

Social Studies

- S2: Community

How do people make clothes?

- What is written on
your clothes: words,
numbers, or
nothing?
- Do you think we can
make clothes?
- What colors mix
together to make
green?
- Which fabric pattern
do you like best?
(Display different
fabric patterns)
- What kind of clothes
will you design
today?

I will learn how people make clothes.

I will learn the pattern/words written on their clothing.
I will learn what colors to mix together to make the color green.
I will learn about different fabric patterns.

I will learn to design your own clothes.

I will learn how clothes are made.
I will learn how different fabric textures feels like.

I will learn to distinguish what goes next in a pattern.

I will learn what is used from sheep.

Sketch, Design, Fashion, Designer, Seamless, Tailors, Stitch, Hem, Sewing, Machine, Manufactured, Huipil, Tapestry, Loom, Weave, Knit, Crochet, Cloth, Appreciate, Decent

How is cloth made?

- What does the fabric on your shirt feel like?
- What comes next to the patterns?
(Display a simple repeating pattern,

Week 15

Concept 2: Rights, Responsibilities and Roles within Community
Indicator c and f

Fine Arts

- S1: Visual Arts
Concept 1: Creates and Understands Visual Arts Indicator a and b

such as blue-red-blue-red)

- What comes from sheep?

Language and Literacy

- S1: Language
Concept 2: Expressive Language and Communication Skills
Indicator a, d, g
Concept 3: Vocabulary
Indicator a and b
- S2: Emergent Literacy
Concept 1: Concepts of Print
Indicator a and b

Social Studies

- S1: Family
Concept 1: Understands Family
Indicator e and f

What special clothes do people wear for work?

- Which of these does a firefighter wear at work?
- Does anyone in your family wear a uniform to work?
- Is there a fire station in your neighborhood?
(Chart with yes, no, I don't know options)
- Do you have an uppercase D or a lowercase d in your name?
- Do you have a lowercase e in your name?

I will learn what people wear for work?

I will learn about what a firefighter wears to work.

I will learn if anyone in my family wears a uniform to work.

I will learn if there is a fire station in my community and where it is located.

I will learn to understand if my name has a upper and lower case Dd.

I will learn to understand if my name has a lower case.

Uniform, Heartbreak, Neighborhood, Protect, Protect, Patient

What other special clothes do people wear?

- Is Little Red Riding Hood a real person or a pretend person?
- What do you put on first when you get dressed in the morning? Your socks, your

Creative Curriculum
Tubes and Tunnels

Week 16

Language Arts and Literacy

- S1: Language
Concept 2: Expressive Language and Communication Skills
Indicator b, c, d
Concept 3: Vocabulary
Indicator c, d, e
- S2: Emergent Literacy
Concept 1: Concepts of Print
Indicator d
Concept 3: Phonological Awareness
Indicator f
Concept 5: Comprehension and Text Structure
Indicator f and j
- S3: Emergent Writing
Concept 1: Writing Processes and Writing Applications
Indicator b, c, d, e

Mathematics

- S1: Counting and Cardinality
Concept 2: Knows Number Names and Symbols
Indicator d
- S2: Operations and Algebraic Thinking
Concept 2: Patterning
Indicator b, c, d, e, f
- S3: Measurement and Data
Concept 1: Sorts and Classifies
Indicator a and b
- S4: Geometry
Concept 1: Shapes
Indicator a, b, c
Concept 2: Spatial Reasoning
Indicator b

underwear, or your shirt?

- What special event has your family attended?

What do we know about tubes and tunnels?

- Which of these is longer?
- How will you join the group?
- Did you see a tunnel yesterday?
- What will we see on our walk?
- Would it be easier to go through a long tunnel or a short tunnel?

What Characteristics do you know about tubes?

- What happens when you roll this paper?
- How many short tubes equals one long tube?
- Is this a tube?

I am learning the difference between longer and shorter.
I will learn about different tubes.
I will explain what I know about tubes.
I will identify different numbers.
I will show that I can step, hop, and jump.
I will know what a fiction book is from a collection.
I will be able to show what a number is and the sum.
I can identify objects throughout the classroom.
I will learn to go through a tunnel obstacle.
I can identify class mates name.
I can write my name.
I react to different names.
I will chart about different tunnels.
I will learn to use wordless books.
I will be able to compare tunnels and tubes.
I will be able to explain the difference between a bridge and a tunnel.
I will be able to tell you what is for snack.
I will be able to connect tubes.
I will be able to use a variety of manipulatives to state numbers.
I will be able to sort same sound manipulatives.
I will be able to put a puzzle together.
I can make shapes out of different straws.

Tube, Tunnel, Cylinder,
Investigate, Megaphone,
Pipe

Science

- S1: Scientific Inquiry and Application
Concept 1: Exploration, Observation, and hypothesis
Indicator c, d, e

I can clap my name.
I will make patterns using a variety of tubes.

Week 17

Language and Literacy

- S1: Language
Concept 1: Receptive Language Understanding
Indicator c
Concept 2: Expressive Language and Communication Skills
Indicator d, f,
Concept 3: Vocabulary
Indicator b
- S2: Emergent Literacy
Concept 1: Concepts of Print
Indicator a and e
Concept 3: Phonological Awareness
Indicator b, c, d
Concept 4: Alphabet Knowledge
Indicator a
Concept 5: Comprehension and Text Structure
Indicator g
- S3: Emergent Writing
Concept 1: Writing Process and Writing Application
Indicator a

Mathematics

- S2: Operations and Algebraic Thinking
Concept 2: Patterning
Indicator a, b, e, f
- S3: Measurement and Data
Concept 1: Sorts and Classifies
Indicator a and b
Concept 2: Data Analysis
Indicator a, b, c, d
- S4: Geometry

Where can we find tubes and tunnels?

- What is these used for?
- Which of these animals lives in the ground?
- Which animal lives in this tunnel?
- How high can you jump?
- Do you know what this is?

How do we use tubes and tunnels? How can we make them?

- What is this?
- Can you add to the pattern?
- What do you like to do on the playground?
- Which of these items can you move using a tube?
- How many marbles are in the cup?

I will be able to explain where we can find tubes.

I will be able to match coupons.
I will learn what animals make and live in tunnels.

We will learn how a bird feeder is made.

We will be able to estimate how many items are in a jar.

I will be able to select a nonfiction book from a collection.

I will learn which object has more.
I will learn if there is tubes and tunnels in our bodies.

I can make patterns using a variety of manipulatives.

I can identify a variety of 3-deminisnol shapes using a variety of objects.

I will be able to use 2-deminisnol shapes to make a picture.

I can complete a pattern that was not been completed.

I can pair up different sizes tubes.
With assistance I can read a recipe to making a pumpkin pie/pizza.

I will learn how to play a bingo shape.

I will be able to show what to do with stop and go.

I will be able to measure and compare.

I will be able to make a ramp using tubes.

I will be able to give directions.

Funnel, Rainspout, Burrow, Words Related to Pet Equipment and Habitats, Veins, Arteries, Pulse, Barrel Wave, Rolled, Folded, Mailing Tube, Divided, Marble Run, Redirect.

- Concepts 1: Shapes
Indicator c and d
- Science
- S1: Inquiry and Application
Concept 3: Analysis and Conclusion
Indicator a, b, c
Concept 4: Communication
Indicator a, b, c

I am practicing using rhyming words.

Week 18

Language Arts and Literacy

- S1: Language
Concept 2: Expressive Language and Communication Skills
Indicator f
- S2: Emergent Literacy
Concept 4: Alphabet Knowledge
Indicator a, b, c, d
Concept 5: Comprehension and Text Structure
Indicator g, h

Mathematics

- S2: Operations and Algebraic Thinking
Concept 2: Patterning
Indicator c and f
- S3: Measurement and Data
Concept 2: Data Analysis
Indicator a, c, d
Concept 3: Measures
Indicator a and c

Science

- S1: Scientific Inquiry and Application
Concept 1: Exploration, Observations, and Hypothesis
Indicator a, b, d, e
Concept 3: Analysis and Conclusion
Indicator a

Who works with tubes and tunnels?

- What job would you like to have?
- What do you want to see on our visit today?
- What jobs do you think are in this book?
- Have you seen a tube today?

I will learn to play the “Popping Popcorn” game.

With assistance I will be able to make a graph chart.
I will learn to bead using string.
I will learn to sew.
I will learn what a tube and tunnel is used for.
I will experiment with object that can and cannot be blown through a tunnel.
I can line up tubes by size.
I will learn that books on tubes and tunnels are nonfiction.
I will learn to identify the alphabet.
I will learn what different jobs do.
I will learn to make shadows.

Employment, Recall

Week 19	Language and Literacy - S2: Emergent Literacy - Concept 1: Concepts of Print - Indicator a - Concept 3: Phonological Awareness - Indicator b and c - Concept 5: Comprehension and Text Structure - Indicator i - S4: Geometry - Concept 2: Spatial Reasoning - Indicator a and b Science - S1: Scientific Inquiry and Application - Concept 1: Exploration, Observation, and Hypotheses - Indicator a, b, e - Concept 3: Analysis and Conclusion - Indicator c Fine Arts - S2: Music - Concept 1: Creates and Connects with Musical Concepts and Expressions - Indicator a and c	How can we make sounds with tubes? - What is this used for? - Can we make an instrument with this? - What will you ask our visitor? - Which book should we reread?	I will learn to recognize my name when it is called. I will recognize what is missing from a variety of objects. I will recall pictures when playing a memory game. I will learn to distinguish between long and short sounds. I will learn to play music with different objects. I will practice rhyming words. I will identify different animals in pictures. I will learn to seek and find different objects in the classroom. I will identify what objects can blow in the wind. I will learn to make a picture book. I will learn to make music using pots and pans.	Rain Stick, Woodwind, Pitch, Wind Chime
---------	--	--	--	--

Third Quarter

Creative Curriculum: Simple Machines Study

Week 20

Language and Literacy - S1: Language - Concept 2: Expressive Language and Communication Skills - Indicator a Mathematics	How do inclined planes help us move things? How can you move this box? (show a heavy box)	I will learn what incline plane is. I will learn how incline planes are used to move things. I will identify incline planes. I will learn how to make an incline plane. I will practice more and fewer.	Load, Tilt, Angle, Friction, Surface
--	--	--	---

- S2: Operations and Algebraic Thinking; Concept 1: Explores Addition and Subtraction; Indicator a, b, c; Concept 2: Patterning; Indicator a, b, c
- Science
- S1: Scientific Inquiry and application - Concept 1: Exploration, observations, and hypotheses; Indicator a, b, e

- What can we use to make an inclined plane?
- What is something that rolls?
- Where did you see an inclined plane today?
- Which of these is an inclined plane you play on? (show pictures of different inclined planes including a slide and a ramp at a skate park)

I will identify patterns.

Week 21

- Language & Literacy:
- S1: Language - Concept 2: Expressive Language & Communication Skills - Indicator h; Concept 3: Vocabulary – Indicator b

Mathematics

- S1: Counting & Cardinality – Concept 4: Counts to Tell Number of Objects – Indicator d, e
- S4: Geometry – Concept b, c

Science

- S1: Inquiry & Application – Concept 2: Investigation – Indicator a, b

Social Studies

- S2: Community – Concept 3: Environment – Indicator b

How are levers used? / How do screws hold things together?

- Which one of these is a lever?
- What is this used for? (show a lemon squeezer)
- Which of these is heavier?
- Is this a screw?
- How can you hold these things together?
- What comes next in the pattern?

I will identify levers.

I will know how to use a lemon squeezer.

I will know what screws and nails are for.

I will identify heavier items.

I will tell what comes next in a pattern.

Fulcrum, tongs, chef, balance, tools, nut, bolt, screw, nail, threads, pitch, rotate

Week 22

- Language & Literacy:
- S1: Language - Concept 2: Expressive Language &

What are other types of simple machines? How do

I will name 3 to 5 simple machines. I will explain how to use at least 3 simple machines.

Cable, pulley, blade, wedge, skate, energy,

Communication Skills - Indicator h; Concept 3: Vocabulary – Indicator b S2: Emergent Literacy – Concept Book Handling Skills – Indicator a, b, c; Concept 3: Phonological Awareness – Indicator b, c	people use them? / Who works with simple machines? - Is this a simple machine? (image of a kitchen knife) - How is this used? (image of a roller skate) - What do these items have in common? (picture of skates, a bicycle, and a slide) - How many wheels are on this bike? - Which simple machine can lift this? (heavy object-container of blocks)	I will tell what three items have in common. I will rhyme words.	work, complex machines, mechanic, haul
Mathematics - S1: Counting & Cardinality – Concept 4: Counts to Tell Number of Objects – Indicator d, e - S4: Geometry – Concept b, c			
Science S1: Inquiry & Application – Concept 2: Investigation – Indicator a, b			
Social Studies S2: Community – Concept 3: Environment – Indicator b			

Creative Curriculum:
Buildings Study

Week 23

Language & Literacy: S2: Pre-Reading Process – Concept 1: Print Awareness – Indicator a, b; Concept 6: Vocabulary Development – Indicator b, c, e	What do the buildings in our neighborhood and in other places look like? - Which of these buildings is near our school? - How many buildings do you think we will see on our walk today? - What building did you like best? - Have you ever seen a building like this? - We're making a pattern. Can you draw what comes next?	I will become aware of buildings in my town. I will become aware of buildings when I travel. I will learn about maps. I will know what a neighborhood is. I will know the difference between two items. I will know what it alike between two items.	Map, neighborhood, similarities, differences, alike, different
Mathematics: - S2: Data Analysis – Concept 2: Data Collection and Organization – Indicator a - S3: Patterns – Concept 1: Patterns – Indicator b - S5: Structure and Logic – Concept 1: Logic and Reasoning – Indicator c			
Science: S1: Inquiry – Concept 2: Investigation – Indicator a, b, c, d			

Social Studies:

- S4: Geometry –
Concept 1: The World in Spatial
Terms –
Indicator a and c

Fine Arts

- S1: Visual Art –
Concept 2: Art in Context –
Indicator a and b

Week 24

Language & Literacy:

- S1: Oral Language Development
Concept 1: Listening and
Understanding
Indicator a

Mathematics:

- S1: Number Sense and Operation –
Concept 1: Number Sense –
Indicator a and d
- S4: Geometry and Measurement –
Concept 2: Measurement –
Indicator a, b, d

Science:

- S1: Inquiry – Concept 1:
Observations, Questions, and
Hypotheses – Indicator a, b, c, f, h
- S1: Inquiry – Concept 2:
Investigation – Indicator a and d

Social Studies:

- S3: Civics and Government –
Concept 1: Rights, Responsibilities
and Roles of Citizenship –
Indicator c

Fine Arts

- S2: Music and Creative Movement
– Concept 1: Creating Music and
Movement – Indicator b
- S3: Dramatic Play –
Concept 2: Dramatic Play in
Context –
Indicator a, b, c

Who builds buildings? What
tools do they use?

- Can you build a
building as tall as
you?
- What would you like
to ask our visitor
today?
- What can you do
with a hammer?
- When you grow up,
what job would you
like to try?
- What part of your
body does this
protect?

I will become aware of who builds
buildings.

I can identify some tools used to
build.

I will know how to be safe when
building.

I will identify a construction site.

Construction site, tape
measure, pound, twist,
saw, construction
drawings, hard hat,
protect, safety precaution

<u>Week 25</u>	Language & Literacy: - S1: Oral Language Development – Concept 2: Speaking and Communicating – Indicator c, d, e, f, g - S3: Pre-Writing Process – Concept 1: Written Expression – Indicator b Mathematics: - S1: Number Sense and Operation – Concept 2: Numerical Operations – Indicator: a and b - S5: Structure and Logic – Concept 1: Logic and Reasoning – Indicator a, b, c Science: - S1: Inquiry – Concept 3: Analysis and Conclusions – Indicator a, b, d; Concept 4: Communication – Indicator a, b, c Social Studies: - S5: Economics – Concept 1: Foundations of Economics – Indicator a Fine Arts - S3: Dramatic Play – Concept 3: Create Dramatic Play – Indicator a, d, e	What are buildings made of? What makes them strong? - What can you do with these? - What do you think most of the buildings we'll see today are made of? - Which house is the strongest? - Is this building sturdy? - Can we make a building out of this?	I will become aware of what buildings are made of. I will learn about what a foundation is. I will understand what an inspector does. I will learn how to use the word sturdy	Foundation, building inspector, sturdy, characteristics
<u>Week 26</u>	Language & Literacy: - S2: Pre-Reading Process – Concept 3: Sounds & Rhythms of Spoken Language – Indicator a; Concept 4: Letter Knowledge – Indicator a Mathematics: - S1: Number Sense and Operations – Concept 1: Number Sense – Indicator b Science: - S1: Inquiry – Concept 3: Analysis and Conclusions – Indicator b, c, d	What is special about our building? - How many classrooms do you think are in our schools? - Where in our school is this? - What would you like to ask our visitor today?	I can tell about my favorite place in our building. I will become aware of the special parts of our building. I will notice features in our building. I will become aware of what happens in different buildings. I will learn about what our buildings are called on our school campus. I will become aware of what people do in our building.	Model, feature, substitute, potter, clue, calisthenics, version

Creative Curriculum:
Ball Study

Week 27

Social Studies:

- S1: American History – Concept 1: Research Skills – Indicator a

Fine Arts

- S1: Visual Art – Concept 2: Art in Context – Indicator a

What happens inside buildings?

- What do you think people do in this building?
- What would you like to ask our visitor today?
- Do you see any letters that you recognize on this building sign?
- What do you think people do in this building?
- Which book would you like to read today?

Language & Literacy:

- S1: Oral Language Development – Concept 2: Listening and Understanding – Indicator a, c, d, f
- S2: Pre-Reading Process – Concept 3: Sounds & Rhythms of Spoken Language – Indicator a, b

Mathematics:

- S1: Number Sense and Operations – Concept 1: Number Sense – Indicator c, d
- S4: Geometry and Measurement – Concept 2: Measurement – Indicator a, b, c

Science:

- S1: Inquiry – Concept 1: Observation, Questions, and Hypotheses – Indicator a, b

What do we know about balls? What do we want to find out?

- Which is your favorite ball to play with?
- Is your ball bigger or smaller than this one?
- Is your ball bigger or smaller than this one?
- Does the guessing jar have more or fewer than 10 balls?
- How many times can you bounce this ball?

I can describe what a ball is.
I will learn how to examine.
I will know what a sphere is.
I will learn what tally is.
I will compare sizes.
I will know that people are all different sizes and shapes.

I will know what balls bounce.
I will know what balls don't bounce.
I will understand what shorter is.
I will understand what longer is.
I will understand measurement around an item.
I will rhyme words.
I will measure.

Examine, compound word, organize, estimate, sphere, tally

Circumference, length, shorter, longer, sphere

Energy, force, gravity, market, shade, flat, circular, sphere, fast, faster, fastest

Week 28

- S1: Inquiry – Concept 2: Investigation – Indicator b, c, d Social Studies: - S1: American History – Concept 1: Research Skills – Indicator a, d Fine Arts: - S2: Music and Creative Music – Concept 1: Music and Creative Movement as Inquiry – Indicator b, e	Do all balls bounce? - Do you think all balls bounce? - Is your head bigger or smaller than this ball? - Do heavy balls bounce?	I will experiment to see if all balls roll. I will become aware of what balls can roll. I will become aware of what balls cannot roll. I will become aware of gravity. I will identify fast, faster, and fastest. I will identify a sphere shaped item. I can handle books with care.
Language & Literacy: - S1: Oral Language Development – Concept 2: Speaking and Communicating – Indicator a, c, d, e, f, g, h - S2: Pre- Reading Process – Concept 1: Print Awareness – Indicator a, b Mathematics: - S3: Patterns – Concept 1: Patterns – Indicator a, b, c - S4: Geometry and Measurement – Concept 1: Spatial Relationships & Geometry – Indicator b, c, d Science: - S1: Inquiry – Concept 4: Communication – Indicator a, c Social Studies: - S5: Economics –Concept 1: Foundations of Economics – Indicator a, c Fine Arts: - S2: Music and Creative Movement – Concept 2: Music and Creative Movement in Context – Indicator b	Do all balls roll? - Do all balls roll? - Do you think you could roll a pancake? - Can you find something in our classroom that is a sphere? What makes balls move? - Which ball game do you like best? - How do you think a ball would move if it were floating in water? Who uses balls? - What do you think we will see on our site visit? - Have you ever been to a store that sells balls? - Can you make your body into a ball?	I will learn different ways a ball can move. I will understand how height can help a ball move? I will be able to describe what happens when I tip to make a ball move. I can experiment with water. I will become aware of sink and float. I will match upper case to lower case letters. I can paint with a ball. I will name some people who use balls. I will know the different ways balls can be used. I will become familiar with three dimensional shapes. I will complete a pattern. I can make myself into a ball. I know where to buy a ball. I can draw shapes.
		Energy, force, circumference, height, tip Cube, rectangular prism, cylinder, sphere, interview, wrecking ball, pattern

- S3: Dramatic Play –Concept 2: Dramatic Play in Context – Indicator c, d

- What's your favorite thing to do with balls?
- What kind of animals play with balls?

Week 29

Language & Literacy:

- S1: Oral Language Development – Concept 2: Speaking and Communicating – Indicator a, c, d, e, f, g, h
- S2: Pre- Reading – Process Concept 1: Print Awareness – Indicator a, b

Mathematics:

- S3: Patterns – Concept 1: Patterns – Indicator a, b, c
- S4: Geometry and Measurement – Concept 1: Spatial Relationships & Geometry – Indicator b, c, d

Science:

- S1: Inquiry – Concept 4: Communication –Indicator a, c

Social Studies:

- S5: Economics –Concept 1: Foundations of Economics – Indicator a, c

Fine Arts:

- S2: Music and Creative Movement – Concept 2: Music and Creative Movement in Context – Indicator b
- S3: Dramatic Play –Concept 2: Dramatic Play in Context – Indicator c, d

What are balls made of?

- Can you make a ball?
- What do you think is inside these balls?
- Do you think a bubble is a ball?
- What ball-shaped food do you like best?
- Can this ball be opened?

I will know what materials are used to make balls.

I will know what hollow looks like.

I will know what a solid ball looks like.

I will use my senses to see what a ball is made of.

I can name food that are balls.

I will become aware of food in different places.

I can make art with bubbles.

Senses, hollow, solid, sculpture, sphere, circle

Fourth Quarter

Creative Curriculum:

Early Learning Standards

Insects Study

<u>Week 30</u>	Language & Literacy - S1: Oral Language Development – Concept 2: Expressive Language and Communication Skills – Indicator d, e, h - S2: Emergent Literacy - Concept 4: Alphabet Knowledge – Indicator a, b, c, d Mathematics - S2: Operations and Algebraic Thinking – Concept 2: Patterning – Indicator d, e, f - S3: Measurement and Data – Concept 1: Sorts and Classifies – Indicator a, b Science - S1: Scientific Inquiry and Application – Concept 1: Exploration, Observations, and Hypotheses – Indicator a, b, c, d, e Social Studies - S2: Community – Concept 3: Environment – Indicator b, c, d	What are the characteristics of insects? - How are these insects alike? - How far can you jump? - What sounds can you make your hands? - How many people do you live with? Where do insects live? How do they live? - What do you wear on a cold day? - Can you finish the flower pattern? - What do you like to eat? - How did you get to school today? - Which tower is taller?	I will characteristics of insects. I will tell how insects are alike. I will know and imitate how insects move. I will know the sounds insects make. I will know how insects live. I will know where insects live. I will finish a pattern.	Jointed legs, segments, language, communicate, gesture, colony Predator, exterior, habitat, mandible, proboscis, migrate, climates, construct
<u>Week 31</u>	Language & Literacy - S1: Oral Language Development - Concept 3: Vocabulary - Indicator b, c, d, e - S2: Emergent Literacy - Concept 5: Comprehension and Text Structure – Indicator a, b, c Mathematics - S1: Counting and Cardinality – Knows Number Names and Symbols – Indicator b, d; Concept 3: Counts to Tell Number of Objects – Indicator a, b, e - S2: Operations and Algebraic Thinking Concept 2: Patterning - Indicator a, b, c	What insects are in our community? - Where should we look for inserts today? - What is the weather like today? - What colors do you see on this insect? - Which weighs more? How do insects change? - How do we finish the pattern? - Which of these is a baby insect?	I will name insects that are seen in my community. I will complete a pattern. I will build shapes with pipe cleaners and drinking straws. I will tell the life cycle of a caterpillar. I will count and identify numbers 1-10.	Inspect, indigenous, range, metamorphosis, larva, molt, stage

Science

- S1: Scientific Inquiry and Application – Concept 1: Exploration, Observations, and Hypotheses – Indicator a, b, c, d, e

Social Studies

- S2: Community – Concept 3: Environment – Indicator a, b, c

- How many layers of clothes are you wearing?
- What should we ask our visitor?

Week 32

Language & Literacy

- S1: Oral Language Development - Concept 3: Vocabulary - Indicator b, c, d, e
- S2: Emergent Literacy - Concept 5: Comprehension and Text Structure – Indicator a, b, c

Mathematics

- S1: Counting and Cardinality – Knows Number Names and Symbols – Indicator b, d; Concept 3: Counts to Tell Number of Objects – Indicator a, b, e
- S2: Operations and Algebraic Thinking Concept 2: Patterning - Indicator a, b, c

Science

- S1: Scientific Inquiry and Application – Concept 1: Exploration, Observations, and Hypotheses – Indicator a, b, c, d, e

Social Studies

- S2: Community – Concept 3: Environment – Indicator a, b, c

Who works with insects?

- What should we ask our visitor today?
- Which of these is a photograph? (Display a photo, a drawing, and a sculpture of the same subject, e.g., insect, flower, or apple)
- What do we see growing outside?

How do insects help the earth?

- How many flowers do you see? (Display a vase of flowers or a small flowering plant)
- Which of these lives in the ground? (three photos of insects)
- What did you eat for breakfast?

I will verbally ask our visitor a question.

I will name a person who works with insects.

I will tell one way insects help the earth.

I will identify two insects that live in the ground.

Cautious, pest, photography, benefit

Pollen, environment, decomposition, healthy, honeycomb

Creative Curriculum:
*Reduce, Reuse, Recycle
Study*

<u>Week 33</u>	Language & Literacy: - S1: Oral Language Development - Concept 2: Speaking and Communicating - Indicator d, e, g, h - S2: Pre-Reading Process - Concept 6: Comprehending Stories - Indicator b, c, d, e Mathematics: - S2: Data Analysis - Concept 1: Collection and Organization - Indicator a Science: - S1: Inquiry - Concept 3: Analysis and Conclusions - Indicator a, b, d - S1: Inquiry - Concept 4: Communication - Indicator a, c, d Social Studies: - S3: Civics/Government - Concept 1: Rights, Responsibilities and Roles of Citizenship - Indicator a, b, c Fine Arts: - S2: Music and Creative Movement - Concept 2: Music and Creative Movement in Context - Indicator c and d	What do we know about reducing, reusing, and recycling? What do we want to find out? - Did you see any trash outside today? - Does this feel smooth or rough? - What could we do with this junk? - What could we do with this junk? - Which game would you rather play: Simon Says or Jack in the Box? What do people throw away? - What did you throw away today? - Does all trash stink? - Where will we find a trash can on our walk today?	I will become aware of recycling. I will describe reuse. I will talk about what can be recycled. I will know what it is to be organized. I will identify smooth and rough. I will describe what I feel. I will sort trash. I will know what people throw away. I will become familiar of what can be thrown away. I will become familiar of what can be reused. I will recognize the recycle sign. I will help keep my community clean. I will become aware of signs for trash and recycling. I can identify a pattern.	Recycling, describe, reuse, reduce, organize Something, nothing, compacted
<u>Week 34</u>	Language & Literacy: - S2: Pre-Reading Process - Concept 4: Letter Knowledge - Indicator a - S3: Pre-Writing Process - Concept 1: Written Expression - Indicator a Mathematics: - S1: Number Sense and Operations	Where does trash go? What do workers do there? - Where does our trash go after we throw it away? - Do you have a question for our visitor?	I will become aware of where trash goes. I will know what workers do at the trash dump. I will know what is real. I will know what is pretend. I can create with trash.	Recycle, real, pretend, crush

- Concept 2: Numerical Operations
Indicator a and b
- S2: Data Analysis
Concept 1: Data Collection and Organization
Indicator a

Science:

- S1: Inquiry
Concept 3: Analysis and Conclusions
Indicator b and d
- Concept 4: Communication
Indicator a, b, d

Social Studies:

- S3: Civics/Government Concept 1: Responsibilities and Roles of Citizenship
Indicator b and c

Fine Arts:

- S1: Visual Art
Concept 2: Art in Context
Indicator b
- S3: Dramatic Play
Concept 2: Dramatic Play in Context
Indicator a, b, d

- Which has more cans?

Week 35

Language & Literacy:

- S1: Oral Language Development
Concept 2: Speaking and Communicating
Indicator c and h
- S2: Pre-Reading Process Concept 6: Comprehending Stories
Indicator a, b, c, d, e

Mathematics:

- S2: Data Analysis
Concept 2: Data Analysis
Indicator a
- S5: Structure and Logic Concept 1: Logic and Reasoning

How do trash and garbage affect our community?

- Should you throw paper out the window of a car or building?
- Are monsters real or pretend?
- Which will we find more of on our litter walk: paper or bottles?

I will become aware of how trash and garbage affect our community.
I will know that littering is wrong.
I will know what an incinerator does.
I will know how to help my community.
I will know what is real and pretend.

Litter, incinerator

- Indicator a, b, c
- Science:
- S1: Inquiry
Concept 4: Communication
Indicator a, b, c, d
- Social Studies:
- S4: Geography
Concept 2: Family Identity/Human Systems
Indicator c, d, e
- Fine Arts:
- S3: Dramatic Play
Concept 1: Creating Dramatic Play
Indicator b, c, d, e

Week 36

- Language & Literacy:
- S1: Oral Language Development
Concept 1: Listening and Understanding
Indicator a
 - S3: Pre-Writing Process
Concept 1: Written Expression
Indicator b

- Mathematics:
- Strand 1: Number Sense and Operations
Concept 1: Number Sense
Indicator a, b, e, g
 - S2: Data Analysis
Concept Data Analysis
Indicator a
 - S4: Geometry and Measurement
Concept 2: Measurement
Indicator b and c

- Science:
- S1: Inquiry
Concept 2: Investigation
Indicator b and d
Concept 4: Communication
Indicator a, b, d

Social Studies:

How can we reuse junk?

- What can we do with this?
- Can we use this to make music?
- Can we make something from this paper bag?
- What can we make from this?

How can we create less trash?

- What do you do with clothes that don't fit you anymore?
- Will this present fit in this box?
- Do you like to eat this?

I will know how to reuse junk.

I will get creative with junk.
I will be proud of my junk master piece.
I will think of different ways to reuse items.
I can care for school materials.

I will gain knowledge of how to create less trash.
I will become aware of how not to be wasteful.
I will become aware of the term, composting.
I will learn about reducing.

Amazing, reused

Reused, waste, reduce, decompose, composting, soil

- S1: American History Concept 1: Research Skills Indicator a and b

Fine Arts:

- S1: Visual Art Concept 1: Creating Art Indicator e
- S2: Music and Creative Movement Concept 1: Creating Music and Movement Indicator b and d

Creative Curriculum:
Sand Study

Week 37

Language & Literacy

- S1: Oral Language Development - Concept 3: Vocabulary - Indicator b, c, d, e
- S2: Emergent Literacy - Concept 3: Phonological Awareness – Indicator a, b, c, d

Mathematics

- S1: Counting and Cardinality – Knows Number Names and Symbols – Indicator b, d; Concept 3: Counts to Tell Number of Objects – Indicator a, b, e
- S2: Operations and Algebraic Thinking Concept 2: Patterning - Indicator a, b, c

Science

- S1: Scientific Inquiry and Application – Concept 1: Exploration, Observations, and Hypotheses – Indicator a, b, c, d, e

What are the characteristics of sand?

- What does this feel like? (Display a feely box with sand)
- How high can you jump?
- Which do you think weighs more?
- How can we move this heavy bucket?
- What is this used for?

Where is sand found?

- What letters do you see on this sign?
- Can you finish the pattern?
- What color is this sand?
- What color sand will we see today?
- Where does this creature live?

I will describe how items feel in a feely box.

I will explore sand and talk about my experience.

I will create my own pattern.

I will think of a word that rhymes with an object.

Gritty, abrasion, control, absorb, saturated, friction, hourglass

Shore, ripple, dune, volcanic, wildlife

<u>Week 38</u>	Language & Literacy - S1: Oral Language Development - Concept 3: Vocabulary - Indicator b, c, d, e - S2: Emergent Literacy - Concept 3: Phonological Awareness – Indicator a, b, c, d - S3: Emergent Writing – Concept 1: Writing Processes and Writing Applications – Indicator a, b Mathematics - S1: Counting and Cardinality – Knows Number Names and Symbols – Indicator b, d; Concept 3: Counts to Tell Number of Objects – Indicator a, b, e - S2: Operations and Algebraic Thinking Concept 2: Patterning - Indicator a, b, c - S3: Measurement and Data – Concept 1: Sorts and Classifies – Indicator a, b Science - S1: Scientific Inquiry and Application – Concept 1: Exploration, Observations, and Hypotheses – Indicator a, b, c, d, e	What do we make with sand? - What is this? (Display sandpaper) - What is this used for? - What will we ask our visitor? - What do you see in the photo? - What is this used for?	I will know what sandpaper is and what it is used for. I will retell a story heard. I will tell how sand can be used. I will write my name in sand. I will identify the letters in my name. I will follow two and three step directions.	Sandpaper, grit, sandbag, artistic, sand sculpture, leeks
<u>Week 39</u>	Language & Literacy - S1: Oral Language Development - Concept 3: Vocabulary - Indicator b, c, d, e - S2: Emergent Literacy - Concept 3: Phonological Awareness – Indicator a, b, c, d Mathematics - S1: Counting and Cardinality – Knows Number Names and Symbols – Indicator b, d; Concept 3: Counts to Tell Number of Objects – Indicator a, b, e	Who works with sand? - How many blocks high is this tower? - Which of these is made from sand? - What is this tool used for? - Which of these is used to dig a very big hole? How can we make our own sand?	I will know who works with sand. I will tell how people work with sand. I will measure using objects. I will name at least two tools used for sand. I will tell how to make sand.	Mason, Employment, adobe, stucco, glassblowing, rake Technique, compound, crumble, repetition, fine

- S2: Operations and Algebraic Thinking Concept 2: Patterning - Indicator a, b, c
 - S3: Measurement and Data – Concept 3: Measures – Indicator a, b, c
- Science
- S1: Scientific Inquiry and Application – Concept 1: Exploration, Observations, and Hypotheses – Indicator a, b, c, d, e
 - Can we make our own sand?
 - Can we make sand with this?
 - Can you line these up from largest to smallest?
 - How much sand have we made?

