

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT
KINDERGARTEN MATHEMATICS CURRICULUM**



**2016 Mathematics Standards with companion June 2020 NJSLS
Board Approval: September 28, 2022**

District Administration

Mr. Robert Mungo	Superintendent
Mrs. Amie Dougherty	Director of Curriculum and Instruction
Mrs. Tifanie Pierce	Director of Special Services
Mrs. Carolyn McDonald	Director of Equity and Student Services
Mr. Daniel Finn	Principal 5-8
Mr. Thomas Braddock	Principal 2-4
Mrs. Nicole Peoples	Principal PreK-2
Mrs. Kinny Nahal	Assist Principal 5-8
Mrs. Evon DiGangi	School Business Administrator

Mount Holly Township Board of Education

Mrs. Janet DiFolco	Board President
Ms. Jennifer Mushinsky	Board Vice-President
Mrs. Brianna Banks	Board Member
Mrs. Janene Ciotti	Board Member
Mr. William Monk	Board Member

New Jersey Mathematics Standards:
[2016 New Jersey Student Learning Standards - Mathematics](#)

New Jersey Computer Science and Design Thinking Standards
[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

New Jersey Career Readiness, Life Literacies, and Key Skills Standards
[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

[Kindergarten Math Pacing Guide](#)

Mathematics Curriculum	Kindergarten
-------------------------------	---------------------

Overview	Standards for Mathematical Content	Unit Focus	Standards for Mathematical Practice
Beginning of the Year Study Architectural Study Connecting Counting to Cardinality	K.CC.A.1* K.CC.A.3* K.CC.B.4 K.CC.B.5* K.OA.A.1* K.MD.B.3* K.G.A.1	<ul style="list-style-type: none">• Know number names and the count sequence to 10• Count to tell the number of objects• Understand addition as putting together and adding to and understand subtraction as taking apart and taking from• Identify and describe shapes	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.

<p>Grocery Store Study</p> <p>Sports Study</p> <p>Counting, Addition & Subtraction</p>	<p>K.CC.A.1*</p> <p>K.CC.A.2</p> <p>K.CC.A.3*</p> <p>K.OA.A.1*</p> <p>K.OA.A.2</p> <p>K.CC.B.5*</p> <p>K.CC.C.6</p> <p>K.CC.C.7</p> <p>K.OA.A.5*</p>	<ul style="list-style-type: none"> • Know number names and the count sequence to 50 • Understand addition as putting together and adding to understand subtraction as taking apart and taking from • Count to tell the number of objects • Compare numbers 	<p>MP.8 Look for and express regularity in repeated reasoning.</p>
<p>Percussion Instruments Study</p> <p>Place Value & Measurement</p>	<p>K.CC.A.1*</p> <p>K.MD.A.1</p> <p>K.MD.A.2</p> <p>K.MD.B.3*</p> <p>K.G.A.2</p> <p>K.G.A.3</p> <p>K.OA.A.3</p> <p>K.OA.A.4</p> <p>K.NBT.A.1*</p> <p>K.OA.A.5*</p>	<ul style="list-style-type: none"> • Know number names and the count sequence to 70 • Describe and compare measurable attributes • Classify and count the number of objects in categories • Identify and describe shapes • Understand addition as putting together and adding to understand subtraction as taking apart and taking from • Work with numbers 11-19 to gain foundations for place value 	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>

Seed Study Place Value & Geometric Shapes	K.CC.A.1* K.OA.A.5* K.G.B.4 K.G.B.5 K.G.B.6 K.NBT.A.1*	<ul style="list-style-type: none"> · Know number names and the count sequence to 100 · Fluently add and subtract within 5 · Analyze, compare, create, and compose shapes · Work with numbers 11-19 to gain foundations for place value 	
--	---	--	--

Interdisciplinary Concepts	
Computer Science and Design Thinking	
Core Ideas	Performance Expectations
Data can be used to make predictions about the world.	8.1.2.DA.3: Identify and describe patterns in data visualizations. 8.1.2.DA.4: Make predictions based on data using charts or graphs.
Individuals develop and follow directions as part of daily life. A sequence of steps can be expressed as an algorithm that a computer can process.	8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
Career Readiness, Life Literacies, and Key Skills	
Financial Institutions/Psychology	
Core Ideas	Performance Expectations
There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.	9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
External factors can influence the items that an individual wants or needs.	9.1.2.FP.2: Differentiate between financial wants and needs. 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
Career Awareness, Exploration, Preparation, and Training	

Different types of jobs require different knowledge and skills.	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
Diversity, Equity, and Inclusion:	
<p align="center">Culturally Responsive Practices in Mathematics Education: <u>8 Powerful Ways to Promote Equity in the Classroom</u> <u>Who Do You Call On? Rooting Out Implicit Bias'</u> <u>Why Representation Matters</u></p>	
Financial Habits and Traits: Students in Grades K-2 will begin too explore advertisements on television, computer, or even on their journeys to and from school. These lessons open up important conversations about the relationship between advertisements and social justice. Children will begin to see that they have the power to decide how media will influence them.	Resources: Learning for Justice: Reading Ads with a Social Justice Lens

UNIT 1: Beginning of the Year Study

TS Gold: Objectives to be Assesed	Modifications for Special Education	Modifications for English Language Learners	Modifications for students at risk of school failure	Modifications for gifted students
<ul style="list-style-type: none"> Mathematics Social-Emotional Literacy 	<ul style="list-style-type: none"> repetition of oral language non-linguistic representations will be provided when possible content will be chunked teacher assistance will be available during centers time multi-sensory teaching approaches will be incorporated into instruction/centers 5-5-5 (daily 1-1 targeted instruction) Show additional number of samples/examples of desired outcome Provide additional opportunities to practice allow for student choice use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction 	<ul style="list-style-type: none"> Model Thinking Aloud Encourage Partner Talk Repeat and Clarify Provide a Sequence Encourage self-selection of topics Target vocabulary Scaffold comprehension when reading is used to promote reader response Scaffold content-literacy reading Allow products to demonstrate student's learning Provide on-going feedback Use non-linguistic representations Read multiple read-alouds to students a day allow for student choice use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction 	<ul style="list-style-type: none"> Utilize Extended Day Tutoring Program Build a relationship Allow extra time for assignment completion Employ strategies from Classroom Instruction that Works Allow for student choice Build lessons around student interests Allow student to feel ownership of their classroom/learning give student a special job or responsibility in the classroom small group or 1-1 instruction 	<ul style="list-style-type: none"> Use flexible grouping Give independent projects Differentiate assignments Offer student choice Provide opportunities to research (Individual/Group) Focus on Webb's Depth of Knowledge - Emphasis on Level 4 use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction

Beginning the Year Study
Week 1: Focus Questions 1 and 2

Focus Question(s):

1. Who are the people in our classroom?
2. What should we do if we get sad or scared at school?

Creative Curriculum Objectives:

16a, 16b, 20b, 20e, 21b

	Day 1 (FQ1: Day 1)	Day 2 (FQ1: Day 2)	Day 3 (FQ2: Day 1)	Day 4 (FQ2: Day 2)	Day 5 (FQ2: Day 3)
Learning Stations	Library: books about friends and families; student name and picture cards; lined and unlined paper; pencils, crayons; fine-point markers and colored pencils	Library: props (puppets, felt-board characters, books)	Math and Games: variety of games that feature different shapes	Arts: bulletin board paper; shape stamps; paints	Discovery: natural materials (ex: leaves, sticks, pinecones, acorns); containers
Question of the Day	Can you find your name and put it on the attendance board?	How many people are in your family?	What is it that makes you happy? (Draw a picture)	Have you ever felt nervous?	How does this person feel? (Display a photo of a person making a very excited facial expression.)
Large Group	Discussion/ Shared Writing: Welcome to Kindergarten Song: “Kindergarten Greetings” Materials: MM 61”Kindergarten Greetings” and 53 “Catch a Question”; ball; student name cards; book from “Children’s Books” List about the first day of school	Discussion/Shared Writing: Our Families Game: The Drill Sergeant Materials: MM 19 “The Drill Sergeant”	Discussion/Shared Writing: Happy and sad feelings in Kindergarten Song: “Musical Turns” Materials: MM 03 “Musical Turns”; rhythm instruments; student drawings of what makes them happy; emotion charts	Discussion/Shared Writing: Nervous and Excited Feelings in Kindergarten Game: Picture This Materials: MM07 “Picture This”; nervous chart; writing utensil	Discussion/Shared Writing: What is Exciting About Kindergarten? Game: Syllable Box Materials: MM20 “Syllable Box”; classroom items; box; chart paper

Read-Aloud	Selection from the “Children’s Books” list that features students starting school	Selection from the “Children’s Books” list that focuses on families	Selection from the “Children’s Books” List that focuses on children experiencing strong feelings	Moony Luna Book Discussion Card 01 (First read-aloud)	Neighborhood Song
Small group/intentional teaching cards	Invite students to create a self-portrait	Invite students to create a family portrait	Language/Literacy : Let’s Be Jumping Beans!” ITC: LL51 “Let’s be Jumping Beans” construction paper; markers; scissors; laminating materials; coffee can Mathematics: How Many Lambs? ITC: M02 “How Many Lambs?”; cotton balls or white pom poms; small containers for each student	Mathematics: Hidden Shapes ITC: M13 “Hidden Shapes”; card stock or heavy paper; attribute blocks; containers; glue; sandbox or tub of sand; small brushes Language and Literacy: Letter Walk ITC: LL50 “Letter Walk”; masking tape; alphabet cards; chart paper; markers	Language and Literacy: What Sound Does it Make? ITC: LL18 “What sound does it make?”; two sets of alphabet cards; tape Mathematics: Body Math ITC: M07 “Body Math”; several skeins of yarn; masking tape; scissors; markers
Mighty Minutes	MM 11 “Space Launch”	MM 11 “Space Launch”	MM 16 “Wolf Pack”	MM 21: Spin Cycle	MM 23 “Opposite Verbs”
Outdoor Experiences: Tour playground and outdoor area. Introduce them to the playground materials that they can use while outdoors (balls, plastic hoops, jump ropes etc)					
Physical Fun: Review ITC: P03 “Beanbag Tag,” ITC: P07 “Scoop the Beanbag,” and ITC P20 “Ready, Aim, Throw!”					
Family Partnerships: Review checklist and complete “Welcoming Families to the Program” checklist (Page 5) Introduce “Bringing the Study Home” Handout to families. Explain that it describes activities that families can do with their child at home. These activities correlate with the focus questions the children will be exploring at school. Encourage families to review and complete the activities on the list for Focus Question ½.					
Wow Experiences: None					

Beginning the Year Study
Week 2: Focus Question 3

Focus Question(s):

When do things happen at school?

Creative Curriculum Objectives:

9b,15b, 16a, 16b, 20a, 20c, 22b, 23

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Library: books about starting kindergarten Arts: bulletin board paper All: paper; clipboards; writing utensils; colored construction paper	Library: available media and technology tools; audio recorders; student name/picture cards; writing materials Arts: classroom schedule	Art: rhythm instruments; large dice Math and Games: games that keep track of time	Art: camera Library: nonfiction books about time Math and Games: games that use a signal (timer, light etc)	Art: 3-step Instruction Card: “Draw a Picture”; paper, crayons Math and Games: multiplayer games Library: student name/picture cards; writing materials
Question of the Day	Do you know this book? (Display a children’s book from your classroom library)	What do we do after lunch? (Offer two choices)	What do we do after large-group time? (Offer two choices)	What comes next in the pattern? (Display a pattern of traffic light colors)	What is the first thing you do when you get to school?
Large Group	Discussion/Shared Writing: Daily Schedule Song: “Under the Bed” Materials: MM 46: “Under the Bed”; classroom schedule	Discussion/Shared Writing: Weekly Schedule Song: “Good Morning/Buenos dias” Materials: MM42: “Good Morning/Buenos dias”; daily schedule; chart/bulletin board paper	Discussion/Shared Writing: Time Game: Rockin’ Rhythm Band Materials: MM50: “Rockin’ Rhythm Band”; daily schedule; clock/watch; rhythm instruments	Discussion/Shared Writing: Transitioning between times of day Game: Tube and Tunnel Tango Materials: MM41: “Tube and Tunnel Tango”; daily schedule	Discussion/Shared Writing: First, Second, Third, and Last Game: Remember the Steps Materials: MM57 “Remember the Steps”; chart paper, markers

Read-Aloud	Selection from “Children’s Books” list that focuses on starting school	Moony Luna Book Discussion Card 01 (Second read-aloud)	Selection from “Children’s Books” list that features time	Moony Luna Book Discussion Card 01 (Third read-aloud)	Highlights High Five Bilingue “Mira/Look!” Book conversation card 01
Small group/intentional teaching cards	<p>Mathematics: What Comes Next? ITC: M17 “What comes next?”; objects to make patterns</p> <p>Language and Literacy: And Then We... ITC: LL07 “And Then We...” paper and pencils</p>	<p>Mathematics: Day and Night ITC: M14 “Day & Night”; magazines; newspapers; catalogs; chart paper; markers; scissors; glue sticks; paper; pencils; images of digital and/or analog clocks</p> <p>Language and Literacy: Sequence storytelling ITC: LL01 “Sequence Storytelling”; sequencing cards</p>	<p>Language and Literacy: What sound does it make? ITC: LL18 “What sound does it make?”; two sets of alphabet cards; tape</p> <p>Mathematics: Blown away ITC: M18 “Blown away”; lightweight balls; standard/non-standard measurement tools</p>	<p>Language and Literacy: Lots of letters ITC: LL21 “Lots of letters”; construction paper; alphabet rubber stamps; inkpads; magnetic letters/board</p> <p>Mathematics: Math Artists ITC: M29 “Math artists”; construction paper; glue; scissors; collection of small collage materials</p>	<p>Mathematics: Catch and count ITC: M10 “Catch and Count”; child-sized fishing pole set; set of fish cards; paper-clips</p> <p>Language and Literacy: Beginning-Sound Box ITC: LL29 “Beginning sound box”; a variety of objects</p>
Mighty Minutes	MM 52 “Popping Hot”	MM51 “House Helpers”	MM 58 “Once Upon a Sequence”	MM31 “Big Steps, Little Steps”	MM59 “Rhythm Rascals”
<p>Outdoor Experiences: Talk with the students about the times of day that come before and after going outdoors. Play outdoor games that use signals (a relay race etc)</p>					
<p>Physical Fun: Review ITC: P04 “Hopping Relay Race”, SE10 “Ready for a Change”, P16 “Ready to Move”</p>					
<p>Family Partnerships: Encourage families to share experiences they had completing the activities for Focus Questions 1 and 2. Remind families to begin activities for Focus Question 3.</p>					
<p>Wow Experiences: None</p>					

Beginning the Year Study
Week 3: Focus Question 4

Board Approved: September 28, 2022

Focus Question(s):

What are the rules at school?

Creative Curriculum Objectives:

9a, 16a, 17b, 18a, 20a, 21a, 21b, 22a

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Math and Games: 3-step Instruction Card:05 “Play a Game” Arts: 3-step Instruction Card:09 “Draw a Picture” Discovery: measuring devices; balance scale; kitchen scale	Math and Games: 3-step Instruction Card: 05 “Play a Game”; tangrams; writing materials	Math and Games: multiplayer games with rules; jars; collection of small objects; number cards Construction and Markerspace: photos or books about inventions	Discovery: charts or dry erase boards Arts: 3-step Instruction Card: 09 “Draw a Picture” Library: eBooks; audio books	Math and Games: 3-step Instruction Card:07 “Measure with Blocks”; unit blocks; writing materials Arts: modeling clay or play dough; sculpting tools Library: rubber alphabet stamps; magnetic letters/boards; word bank of familiar words
Question of the Day	What is a rule you have at home?	What is your favorite learning station?	What is your favorite thing to do in the school library?	What is your favorite thing to do in the discovery station?	What would happen if we wore socks on our hands?
Large Group	Discussion/Shared Writing: Creating our Class Rules Song: “Sammy’s Week” Materials: MM:18 “Sammy’s Week”; chart paper; markers	Discussion/Shared Writing: How to Care for the Learning Stations Game: Letter Sound Train Materials: MM30 “The Letter-Sound Train”; rules chart	Discussion/Shared Writing: Rules Outside of the Classroom Game: Pugsley the Peppy Dog Materials: MM:36 “Pugsley the Peppy Dog”; classroom rules; chart paper;	Discussion/Shared Writing: Graphing Rules Game: Fill in the Rhyme Materials: MM:12 “Fill in the Rhyme”; rules charts; chart paper; markers	Discussion/Shared Writing: What would happen if...? Game: Handy Andy Materials: MM:60 “Handy Andy”; chalkboard or whiteboard; chalk or markers

		paper from Day 1; chart paper; markers	markers; sentence strips		
Read-Aloud	The Woman Who Outshone the Sun Book Discussion Card 02 (first read-aloud)	Selection from the “Children’s Books” list that focuses on emotions and feelings	Neighborhood Song	Selection from the “Children’s Books” list that focuses on following rules	The Woman Who Outshone the Sun Book Discussion Card: 02 (second read-aloud)
Small group/intentional teaching cards	Language and Literacy: B is for Bumpy ITC: LL38 “B is for Bumpy”; upper and lowercase letters cut out of a variety of materials Mathematics: Mixed-Up Lids ITC: M31 “Mixed-Up Lids”; various sizes and shape containers with lids; ruler or measuring tape	Language and Literacy: Look for Matching Letters ITC: LL74 “Look for Matching Letters”; two sets of alphabet cards; scissors; yarn; hole punch; song chart Mathematics: Hidden in the Open ITC: M30 “Hidden in the Open”; classroom objects	Language and Literacy: Poetry Beats ITC: LL16 “Poetry Beats”; chart paper; poem; familiar fiction and non-fiction poetry books; paper; writing utensils Mathematics: A Knack for Jacks ITC: M11 “A Knack for Jacks”; several sets of jacks; index cards	Mathematics: Shape Escape ITC: M24 “Shape Escape”; bean bags; chart paper; markers; cardboard; bag Language and Literacy: My Story ITC: LL13 “My Story”	Mathematics: Hunt Count ITC: M32 “Savenger Hunt Count”; paper; colored pencils; or crayons Language and Literacy: Read Aloud, Teach Along ITC: LL11 “Read Aloud; Teach Along”; large print book
Mighty Minutes	MM:01 “Speed Rhyme Shout”	MM:08 “Going Up!”	MM:17 “Antlers All Around”	MM: 35 “Silly Steps”	MM: 25 “Let’s Get Moving”
Outdoor Experiences: Talk with children about the rules on the playground and outdoors.					
Physical Fun: Review ITC: P01 “Hold That Pose!”; P09 “Body Poses”; P11 “My Own Dance”					
Family Partnerships: Encourage families to share experiences they had completing the activities for Focus Question 3, found in the “Bringing the study home” handout. Remind families to begin activities for Focus Question 4.					
Wow Experiences: none					

Beginning the Year Study
Week 4: Focus Question 5

Focus Question(s):

Board Approved: September 28, 2022

Who works at school?

Creative Curriculum Objectives:

9a, 15b, 15c, 16a, 19b, 20b, 20c, 21b, 23

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	<p>Arts:printer; tablet or computer with art program</p> <p>Math and Games:3-step Instruction Card 05 “Play a Game”</p> <p>Library: photo of an object, person, place, or animal; writing utensils; word bank</p>	<p>Arts:camera; photography books</p> <p>Construction and Makerspace:photos of machines and gadgets</p> <p>Math and Games:geoboards; rubber bands; shape cards</p>	<p>Arts:props for dramatic play</p> <p>Math and Games: 3-step Instruction card 07 “Measure With Blocks”; classroom materials</p> <p>Construction and Makerspace:photos of building and community signs; paper; tape;writing utensils</p>	<p>Library:new books that feature different types of jobs</p> <p>Arts:props and tools introduced on Day 3</p> <p>Math and Games: illustrated rhyming word cards</p>	<p>Arts:3-step Instruction Card 09 “Draw a Picture”</p> <p>Construction and Makerspace:variety of geometric solids and other blocks; camera</p>
Question of the Day	Who will we see during our walk?	What does this do? (Display a camera)	Who have you met at school?	How did you get to school?	What job do you do at home?
Large Group	<p>Discussion and Shared Writing:Take a Walk to Meet School Staff Members</p> <p>Game: Pencil Pantomime</p> <p>Materials: MM29: “Pencil Pantomime”; clipboard; pencil; cameras; paper</p>	<p>Discussion and Shared Writing:Classroom Visitor Who Works at the School</p> <p>Game:Speed Rhyme Shout</p> <p>Materials: MM01 “Speed Rhyme Shout”; question list from Day 1; writing utensils; chart paper; markers; camera</p>	<p>Discussion and Shared Writing:Graphing School Staff Responsibilities</p> <p>Game: Round and Round with Letter Sounds</p> <p>Materials: MM24: “Round and Round with Letter Sounds”; pictures of people from Day 1; blackboard or</p>	<p>Discussion and Shared Writing:Classroom Visitor Who Works at the School</p> <p>Game: Guacamole</p> <p>Materials:MM14: “Guacamole”; question list from Day 3; camera</p>	<p>Discussion and Shared Writing:How Can We Help?</p> <p>Game: At the Flea Market</p> <p>Materials:MM37: “At the Flea Market”; classroom objects; photos of people from Day 1; chart paper; blackboard or whiteboard; chalk or markers</p>

			whiteboard; chalk or markers		
Read-Aloud	<i>Highlights High Five Bilingue, Mira!/Look!</i> Book conversation Card 01	Selection from the “Children’s Book” list focusing on family and friendship	<i>The Woman Who Outshone the Sun</i> Book discussion card 02 (third read-aloud)	Selection from the “Children’s Book” list focusing on emotions and feelings	<i>A World of Families</i>
Small group/intentional teaching cards	Mathematics: Dinner Party ITC: M61 “Dinner Party”; paper or plastic dishes; napkins; utensils; cups; placemats; picture of food items; paper; pencils Language: Student Teacher ITC: LL17 “Student Teacher”; chart paper; markers; camera	Language and Literacy: The Best Part of the Book ITC: LL 28 “The Best Part of the Book”; book with review on back; book from classroom collection; writing tools; clear contact paper Mathematics: Shapes and Shadows; overhear projector; document camera or flashlights; construction paper; shapes cut from construction paper	Mathematics: Life Size Number Line ITC: M01 “Life Size Number Line”; masking tape; numeral cards; notecards; pencils; manipulatives Language and Literacy: Galloping Gus ITC: LL23 “Galloping Gus”; chart paper; sentence strips; sticky notes	Language and Literacy: Let’s Form Letters ITC: LL25 “Let’s Form Letters”; sticks; alphabet cards Mathematics: What Comes Next? ITC: M17 “What Comes Next?”; small toys; manipulatives; colored blocks; pattern cards	Language and Literacy: Computer Words ITC: LL06 “Computer Words”; teacher-created cards; grade level story book; chart paper or pocket chart; large poster or bulletin board paper; computer illustration Mathematics: Cardboard Castles ITC: M19 “Cardboard Castles”; variety of cardboard boxes and containers; masking tape
Mighty Minutes	MM47: Mrs. Goodwins Suitcase	MM26: Manual Measures	MM04: Pause, Rewind!	MM34: Sunshine and Raincloud Moments	MM38: The Giant’s Breakfast
Outdoor Experiences: Talk with the students about teachers, staff members, and other children they interact with while outdoors.					
Physical Fun: Review ITC: P05 “Lumberjack Trail”; ITC: P12 “Ribbon Dancing”; and ITC: P17 “Stop and Go”					
Family Partnerships: Encourage families to share experiences they had completing the activities for Focus Question 4, found in the “Bringing the Study Home” handout. Remind families to begin activities for Focus Question 5.					
Wow Experiences: Day 1: Take a walk to meet school staff members. Day 2: Classroom visitor who works at the school. Day 3: Classroom visitor who works at the school.					

Beginning the Year Study
Week 5: At a Glance- Focus Question 6

Focus Question(s):

How do we make and keep friends in kindergarten?

Creative Curriculum Objectives:

8a, 15c, 16b, 18c, 18d, 20a, 20c, 20d, 21b, 22a

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Library: audio or digital recording device; interview questions form large group Math and Games: 3-step Instruction card 07 “Measure with Blocks”; variety of classroom materials; pattern cards; blocks	Library: audio or digital recording device; interview questions from Day 1; student name and picture cards; paper; writing utensils Construction and Makerspace: photos of machines and constructions	Arts: camera; audio and video recordings from Day 1 and 2; printer; number stamps and stencils Math and Games: 3-step Instruction card 05 “Play a Game”	Arts: camera; audio and video recordings from Day 1 and 2; student photos; class book Library: books about friendship; props; puppets or felt-board characters	Arts: materials to play a class game Math and Games: 3-step Instruction card 07 “Measure with Blocks”; classroom materials Library: books about friendship
Question of the Day	How do you meet new people?	How do you show kindness?	What do you like to do with your friends?	What do you like to do by yourself?	What’s your favorite game to play at the Math and Games station?
Large Group	Discussion/Shared Writing: Making Friends Song: “Good Morning/ Buenos dias” Materials: MM42: “Good Morning/ Buenos dias”; read-aloud that focuses on making	Discussion/Shared Writing: Being a Good Friend Game: Hat Soup Materials: MM27: “Hat Soup”; audio or video recorder; paper; writing utensil	Discussion/Shared Writing: Disagreeing With Your Friend Game: Spontaneous Storytelling Materials: MM28: “Spontaneous Storytelling”; chart paper; writing utensil	Discussion/Shared Writing: Joining Group Activities Game: Similar Words Materials: MM2: “Similar Words”; chart paper; writing utensil; word cards	Discussion/Shared Writing: Friendship Game: Outer-Space Explanations Materials: MM02: “Outer-Space Explanations”; being a good friend chart from Day 2; ways to join a group chart Day 4; read-aloud that focuses on

	friends; chart paper; writing utensil				making friends; classroom objects
Read-Aloud	<i>Highlights High Five Bilingue: Vamos a jugar!/Let's Play!</i> Book conversation card 02	<i>Elizabeti's School</i> Book discussion card 03 (first read-aloud)	Selection from the "Children's Books" list focusing on family and friendship	<i>A World of Families</i>	<i>Elizabeti's School</i> Book discussion card 03 (second read-aloud)
Small group/intentional teaching cards	Language and Literacy: Word Detectives ITC: LL08 "Word Detectives"; chart paper; marker Mathematics: Card Count ITC: M41 "Card Count"; numeral cards; manipulatives	Mathematics: Take Ten ITC: M09 "Take Ten";pipe cleaners; pony beads; number cards Language and Literacy: Tell me about it: Fiction ITC: LL14 "Tell me about it: Fiction"; chart paper/board; markers; grade-level fiction book	Language and Literacy: Roller Coaster Sounds ITC: LL03 "Roller Coaster Sounds"; picture of a roller coaster at its highest point; cart paper; marker Mathematics: Barnyard Shapes ITC: M08 "Barnyard Shapes"; elastic band or rope; assortment of two-dimensional shapes	Mathematics: Measure Up ITC: M22 "Measure Up"; variety of blocks; unit cubes or paper clips; ruler or measuring tape Language and Literacy: Balls in Action ITC: LL12 "Balls in Action"; soccer ball; paper; marker; tape	Mathematics: Numer al Card Counting ITC: M25 "Numeral Card Counting"; collection of manipulatives; numeral cards Language and Literacy: Wonderful Word Webs ITC: LL24 "Wonderful Word Webs"; chart paper; marker
Mighty Minutes	MM20: Syllable Box	MM45: Si! Me Gusta!	MM40: Stuck on You	MM41: Tube and Tunnel Tango	MM32: Vocabulary Relay
Outdoor Experiences: NONE					
Physical Fun: NONE					
Family Partnerships: Encourage families to share experiences they had completing the activities for Focus Question 5 found in the "Bringing the Study Home" handout. Remind families to begin activities for Focus Question 6.					
Wow Experiences: NONE					

Beginning the Year Study
Week 6: At a Glance-Ministudy

Focus Question(s):

What are different places to go to in our school?
 How do we get there?

Creative Curriculum Objectives:

10b,16a, 16b, 17a, 18a, 20d, 21a, 22a, 23

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Art: map from large group; evacuation map; photos from walk Library: variety of books that include maps Math and Games: floor plans of the classroom; treasure items; writing utensils	All: student maps from Day 1; clipboard; pencil Math and Games: upper and lower case alphabet cards; word and picture cards or word bank	Discovery: collection of road maps or atlases; photocopies of maps; colored pencils; markers; crayons Construction Makerspace: maps from atlases or internet Library: books that focus on celebrations and special events	All: large school map; student maps from large group Math and Games: collection of materials; camera	All: classroom map; treasure items; writing utensils Arts: school and classroom map Construction and Makerspace: geometric solids; blocks; camera
Question of the Day	What are the names of places that you go to at school?	Where do we go after lunch? (Display schedule)	What street do you live on?	Why would you go to the office?	Where do you go in a fire drill?
Large Group	Discussion/Shared Writing: Taking a Walk to Make a School Map Game: Vocabulary Q&A Materials: MM48: “Vocabulary Q&A”; large sheet of paper;	Discussion/Shared Writing: School Signs and Room Numbers Game: Wolf Pack Materials: MM16: “Wolf Pack”; large school map from day 1; paper; writing utensil	Discussion/Shared Writing: Road Maps Game: Catch a Question Materials: MM53: “Catch a Question”; collection of road maps or atlases; ball	Discussion/Shared Writing: Planning out Routes Around the School Game: Spanish Numbers Materials: MM06” Spanish Numbers”; large school map;	Discussion/Shared Writing: Celebration Game: Picture This Materials: MM07: “Picture This”; evacuation map; collection of maps; student created maps from Day 4; daily

	pencils or markers; camera; vocabulary cards			simple school maps for students; crayons or markers	schedule; school maps for students
Read-Aloud	<i>Highlights High Five Bilingue: Vamos a jugar!/Let's Play!</i> Book conversation card 02	Selection from “Children’s Books” list focusing on time	<i>Elizabeti’s School</i> Book discussion card 3 (third read-aloud)	Selection from “Children’s Books” list focusing on family and friendship	Selection from “Children’s Books” list focusing on celebrations and special events at school
Small group/intentional teaching cards	Language and Literacy: Graphic Text Features ITC: LL15 “Graphic Text Features”; nonfiction books or text with graphic features; chart paper; markers Mathematics: Classroom Treasure ITC: M21 “Classroom Treasure”; treasure items; paper; pencil	Language and Literacy: Alphabet Sounds ITC: LL70 “Alphabet Sounds”; alphabet cards; small manipulatives Mathematics: What Comes Next? ITC: M17 “What Comes Next?”; examples of object and number patterns; items that can be arranged into a pattern	Mathematics: Dish it Out ITC: M20 “Dish it out”; six different colored paper plates; scissors Language and Literacy: Poetry in Print ITC: LL22 “Poetry in Print”; chart paper/ board; collection of poetry; two poetry texts about the same topic, one fiction and one nonfiction; writing utensil	Language and Literacy: Lots of Letters ITC: LL21 “Lots of Letters”; construction paper; alphabet rubber stamps; colored ink pads; or magnetic letters/magnetic boards Mathematics: A basket of Ribbons ITC: M23 “A Basket of Ribbons”; basket or container; pieces of ribbon or yarn of different lengths; unit blocks; measuring tape, yard stick, or ruler	Language and Literacy: Would You Rather...? ITC: LL10 “Would you rather...”; index cards Mathematics: Bowls of Balls ITC: M03 “bowls of Balls”; table tennis balls; small net; ladle; bin filled with water; base ten blocks; two small plastic containers
Mighty Minutes	MM21: Spin Cycle	MM39: Animal Yoga	MM44: Follow That Sign!	MM18: Sammy’s Week	MM30: The Letter-Sound Train
Outdoor Experiences: NONE					
Physical Fun: Review ITC: P06 “Across the Balance Beam”, ITC: P13 “Body Bouncing”, and ITC: p15 “Fast and Slow”					
Family Partnerships: Encourage families to share experiences they had completing the activities for Focus Question 6, found in the “Bringing the Study Home” handout. Remind families to begin activities for the mini study.					
Wow Experiences: Day 1: Take a walk to create a map of the school.					

Board Approved: September 28, 2022

Day 2: Take a walk around the school to look for signs
 Day 4: Take a walk around school, following students' directions.

*Preparing for the week:
 -Create a simple floor plan of the classroom.

UNIT 2: Architectural Study

TS Gold: Objectives to be Assessed	Modifications for Special Education	Modifications for English Language Learners	Modifications for students at risk of school failure	Modifications for gifted students
<ul style="list-style-type: none"> Mathematics Social-Emotional Literacy 	<ul style="list-style-type: none"> repetition of oral language non-linguistic representations will be provided when possible content will be chunked teacher assistance will be available during centers time multi-sensory teaching approaches will be incorporated into instruction/centers 5-5-5 (daily 1-1 targeted instruction) Show additional number of samples/examples of desired outcome Provide additional opportunities to practice allow for student choice use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction 	<ul style="list-style-type: none"> Model Thinking Aloud Encourage Partner Talk Repeat and Clarify Provide a Sequence Encourage self-selection of topics Target vocabulary Scaffold comprehension when reading is used to promote reader response Scaffold content-literacy reading Allow products to demonstrate student's learning Provide on-going feedback Use non-linguistic representations Read multiple read-alouds to students a day allow for student choice use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction 	<ul style="list-style-type: none"> Utilize Extended Day Tutoring Program Build a relationship Allow extra time for assignment completion Employ strategies from Classroom Instruction that Works Allow for student choice Build lessons around student interests Allow student to feel ownership of their classroom/learning give student a special job or responsibility in the classroom small group or 1-1 instruction 	<ul style="list-style-type: none"> Use flexible grouping Give independent projects Differentiate assignments Offer student choice Provide opportunities to research (Individual/Group) Focus on Webb's Depth of Knowledge - Emphasis on Level 4 use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction

Architecture Study Week 1: Exploring the Topic

Focus Question(s):
 What do we know about architecture?

Board Approved: September 28, 2022

What do we want to find out?

NJSLS Kindergarten Mathematics:

K.MD.A Describe and compare measurable attributes.

K.MD.B Classify objects and count the number of objects in each category

K.G.A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.B Analyze, compare, create, and compose shapes.

Creative Curriculum Objectives:

15a, 15c, 16a, 16b, 18b, 20a, 20b, 21b, 22a,

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Library: books and images featuring building; list of building features from large group; upper-lower case letter cards: 3 step-Instruction card 16, “Match a Letter” Arts: 3-step Instruction card 2, “Start Your Journal”, journals; photos of different buildings	Arts: notes and drawings made during the walk; journals; example floor plan Construction/Makerspace: photos of the inside of the school building Math and Games: counting manipulatives; 3-step Instruction card 14 “Count How Many”	Discovery: building materials Arts: photos of the outside of school building; journals; writing utensils; 3-step Instruction Card 19, “Write in Your Journal” Math and Games: collection of rhyming words and photo cards	Construcion and Makerspace: photos of local community buildings; variety of blocks; camera Discovery: scales; pan balances; rulers; measuring tapes Math and Games: tangram shapes; writing materials	Library: books that feature architecture; computer or tablet; writing materials Arts: photos of different buildings; journals; writing utensils; 3-step Instruction card 19 “Write in your Journal” Math and Games: 3-step Instruction card 15 “Create a Pattern”; counters or unit blocks
Question of the Day	Which of these is a building? (Display picture of a building and a picture of something that is not a building: e.g., fence, pool, flagpole	What will we see on our walk today?	What do you notice about this building? (Display a photo of a building)	What do you think our building is made of?	What do you want to learn about buildings?

Large Group	<p>Discussion/Shared Writing: Creating a Buildings Chart</p> <p>Song: Say Hello! Materials: MM68, “Say Hello!”; pictures from the question of the day; two sheets of chart paper; clipboards</p>	<p>Discussion/Shared Writing: A Walk Inside Our School Building</p> <p>Movement: Space Launch</p> <p>Materials: MM11, “Space Launch”; clipboards, paper, pencils, camera, measuring tape</p>	<p>Discussion/Shared Writing: The Outside of Our School Building</p> <p>Movement: Fruit Stomp</p> <p>Materials: MM100 “Fruit Stomp”; photo of building; chart paper; journals; pencils; cameras; measuring tape</p>	<p>Discussion/Shared Writing: What Makes a Building Strong?</p> <p>Song: “Sleepy Fingers” Materials: MM89: “Sleepy Fingers”; collection of building materials; chart paper; writing utensil</p>	<p>Discussion/Shared Writing: Making our Own Buildings and City</p> <p>Song: “Round and Round with Letter Sounds”</p> <p>Materials: MM24 “Round and Round with Letter Sounds”; bag; upper/lower case letters; list of students’ questions/ discoveries about buildings and building materials from day 4’s large group: “What we Want to Find Out About Architecture” chart; chart paper; writing utensil</p>
Read-Aloud	Fiction book from the “Children’s Books” list	When This World Was New Book Discussion Card 16 (first read-aloud)	Nonfiction book from the “Children’s Books” list	Highlights “High Five Bilingue” Para ti/ Just for You! Book Conversation Card 07	Poetry book from “Children’s Books” list that focuses on working together
Small group/intentional teaching cards	<p>Mathematics: A Knack for Jacks ITC: M11 “A Knack for Jacks”; several sets of jacks; for pink; index cards</p> <p>Language and Literacy: Roller Coaster Sounds</p>	<p>Language and Literacy: “Let’s Form Letters”; sticks; alphabet cards</p> <p>Mathematics: Scavenger Hunt Count ITC: M32 “Scavenger Hunt Count”; paper; pencils;</p>	<p>Language and Literacy: What Sound Does it Make? ITC: LL18 “What Sound Does it Make?”; two sets of alphabet cards; tape</p>	<p>Language and Literacy: Sharing a Story: ITC LL43 “Sharing a Story” collection of familiar books</p> <p>Mathematics: Laundry Line-Up ITC M37, “Laundry</p>	<p>Language and Literacy: Jumping Rhymes ITC LL63 “Jumping Rhymes”; cards or sentence strips with familiar rhyming words</p> <p>Mathematics: Shape Escape</p>

	ITC: LL03, “Roller Coaster Sounds”, a picture of a roller coaster at its highest point; chart paper, marker	colored pencils; or crayons	Mathematics: Dinner Party ITC:M61 “Dinner Party”; paper or plastic dishes; napkins; utensils; cups; placemats; pictures of food items; paper; pencil	Line-Up”; socks of varying lengths; clothesline; clothespins; for purple/pink; ruler	ITC M24 “Shape Escape”; beanbags; chart paper; marker; large piece of cardboard with shapes cut out; collection of three-dimensional shapes matching the cardboard cutouts; bag
Mighty Minutes	MM33: “Bilingual Bistro”	MM27: “Hat Soup”	MM60: “Handy Andy”	MM74: “Syllable Steps”	MM90: “Fluttering Moths”
Outdoor Experiences: Provide students with clipboards, paper and pencils. Encourage the students to notice the buildings they see outdoors and make observational drawings of what they see.					
Physical Fun: Review ITC P18 “Clay Creations”					
Family Partnerships: Introduce the study to families by sending home the “Letter to Families”. Ask them to bring items related to architecture and materials the children can use to make their own building models along with books or photos featuring architecture. Introduce the “bringing the Study Home” handout to families. Explain that the handout describes activities they can do with their children at home related to the questions the children will be investigating throughout the study.					
Wow Experiences: Day 2: Take a walk inside the school building to explore the different features of the building. Day 3: Take a walk outside of the building to learn about the building's facade.					

*Preparing for the week: Take pictures of buildings around the school and local community to share with the students in the next investigation. Visit your school library to find books that feature different types of buildings.

Architecture Study

Week 2: At a Glance- Investigation 1

Focus Question(s):

What types of architecture are found in the buildings in our community?
How is architecture different around the world?

NJSLS Kindergarten Mathematics:

K.MD.A Describe and compare measurable attributes.

K.MD.B Classify objects and count the number of objects in each category

K.G.A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Board Approved: September 28, 2022

K.G.B Analyze, compare, create, and compose shapes.

**Creative Curriculum Objectives:
9b, 15b, 15d, 18a, 18e, 20e, 21a, 23**

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	<p>Arts: map used during large group; computer/tablet</p> <p>Math/Games: variety of board games; 3-step Instruction Card 05 “Play a Game”</p> <p>Library: Variety of writing materials</p>	<p>Arts: building photos used during large group; 3-step Instruction Card 19 “Write in Your Journal”; community map from Day 1’s large group; computer/tablet</p> <p>Library: photos of different buildings; 3-step Instruction card 19 “Write in your Journal”; journals; clipboards; writing utensils; paper; 3-step Instruction card 10, “Scavenger Hunt”</p>	<p>Library: computer or tablet; books featuring buildings; printer</p> <p>Arts: photos of different buildings; journals; writing utensils; photo and word action cards with commands</p>	<p>Library: books that feature buildings; tablet/computer</p> <p>Arts: labeled building designs; 3-step Instruction card 19 “Write in your Journal” journals; building materials list</p> <p>Discovery: phonics cards; baskets</p>	<p>Library: questions started during Day 3’s large group roundup; computer/tablet; materials list/ journals</p> <p>Construction and Makerspace: photos of skyscrapers; building materials</p> <p>Math and Games: variety of colored blocks; 3-step Instruction card 01, “Take a Picture”; camera</p>
Question of the Day	What buildings did you see on your way to school today?	Which building do you like more? Why?(Display picture of two different buildings)	What do you see in this mural? (Display picture of a mural on the side of a building)	What do you notice about this building? (Display a picture of an interesting building)	Which of these is taller? How did you measure it? (Display two types of buildings along with unit measuring blocks)
Large Group	<p>Discussion/Shared Writing: Buildings We See</p> <p>Movement: Similar Words</p>	<p>Discussion/Shared Writing: Buildings in our Community</p> <p>Games: It Makes me Happy!</p>	<p>Discussion/Shared Writing: Comparing Buildings Around the World</p> <p>Movement: Silly Steps</p>	<p>Discussion/Shared Writing: Differences between the Same Types of Buildings</p> <p>Games: Windfall</p>	<p>Discussion/Shared Writing: Constructing Tall Buildings</p> <p>Movement: Movement Patterns</p>

	Materials: MM22 “Similar Words”; notecard or sentence strip; writing utensil; large, simple map of community or neighborhood	Materials: MM92 “It Makes Me Happy!”; photos of buildings found in the community; board or chart paper; writing utensil	Materials: MM35 “Silly Steps”; pictures of elementary schools or kindergartens from around the world; picture of your school; tape; chart paper; writing utensils; map with school locations	Materials: MM09 “Windfall”; photos of different types of buildings; chart paper; writing utensil	Materials: MM86 “Movement Patterns”; picture of skyscraper; blocks; chart paper; writing utensil
Read-Aloud	<i>When This World Was New</i> Book Discussion Card 16 (second read aloud)	Selection from “Children’s Books” list that focuses on math and numbers	<i>When This World Was New</i> Book Discussion Card 16 (third read aloud)	Selection from “Children’s Books” focusing on tools and measurement	<i>Highlights High Five Bilingue, Para ti! Just for you!</i> Book Conversation Card 07
Small group/intentional teaching cards	Mathematics: Hidden in the Open ITCM30 “Hidden in the Open”; chart paper; writing utensil Language and Literacy: “Sequence Storytelling” ITC LL01 “Sequence Storytelling” sequencing cards related to a story you have recently read with students	Mathematics: Body Math ITC: M07 “Body Math”; several skeins of yarn; masking tape; scissors; markers Language and Literacy: The sound of the vowel ITC LL85 “The sound of the vowel”; chart paper; markers; index cards (with pictures) of the words pen, dog, pot, and hat	Language and Literacy: Ask and Answer Storybook Tales ITC: LL36 “Ask and Answer Storybook Tales; a few familiar, grade-appropriate storybooks with clear story elements; multiple copies of books for small group work Mathematics: Down at the Pond ITC: M44 “Down at the Pond: fish cards; numeral cards; bucket	Mathematics: Code Breaker ITC: M12 “Code Breaker”; small toys; manipulatives; different colored large blocks; pictures of different actions; chart paper/board; markers Language and Literacy: Whirly Words ITC: LL54 “Whirly Words”; chart paper; markers	Language and Literacy: What did you read? ITC: LL59, “What Did You Read?”; age/grade appropriate books; chart paper; markers; recording device/app Mathematics: What Comes Next? ITC: M17, “What Comes Next?” examples of object number patterns; items that can be arranged into a pattern

Mighty Minutes	MM36, “ Pugsley the Peppy Dog”	MM99, “Counting on our Way”	MM41: “Tube and Tunnel Tango”	MM62: “Cursor Clicks”	MM01: “Speed Rhyme Shout”
Outdoor Experiences: Provide students with a variety of blocks and encourage them to build the surrounding buildings they see.					
Physical Fun: Review ITC P10: “Lead and Follow”					
Family Partnerships: Invite a family member who works in maintenance or building construction to visit the class. Encourage families to share their experiences completing the “Exploring the Topic” activities from the “Bringing the Study Home” handout. Remind families to look at and begin activities from Investigation 1.					
Wow Experiences: none					

Preparing for the week:

- begin collecting items for next week. Items include variety of building materials (cardboard, heavy duty glue/tape, screws, screwdrivers)
Provide building materials that are safe and easy for students to use
- research and begin collecting photos of buildings that have unique feature to share with the students in the next investigation
- bookmark websites that include labeled and unlabeled floor plans for buildings more than one level

Architecture Study
Week 3: At a Glance- Investigation 2

Focus Question(s):

What architectural features are inside and outside of a building?

NJSLS Kindergarten Mathematics:

K.MD.A Describe and compare measurable attributes.

K.MD.B Classify objects and count the number of objects in each category

K.G.A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.B Analyze, compare, create, and compose shapes.

Creative Curriculum Objectives:

13, 15a, 15c, 17b, 18e, 21a, 22a, 23

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	<p>Construction and Makerspace: building materials; measurement and cutting tools; photos of buildings with multiple floors</p> <p>Arts: list of rooms from large group; 3-step Instruction Card 19, “Write in your Journal”; journals</p> <p>Math and Games: number cards that depict numerals 10-20; paper; counting manipulatives</p>	<p>Construction and Makerspace: building materials; measurement and cutting tools</p> <p>Arts: list of rooms and openings from today’s and Day 1’s large group; 3-step Instruction card 19 “Write in your Journal”; journals; building plan that highlights doors, windows, and other openings</p> <p>Math and Games: collection of straws; 3-step Instruction card 17 “Make Shapes”</p>	<p>Discovery: wires, pipes, and other maintenance materials; student building plans</p> <p>Construction and Makerspace: building materials; student building plans</p> <p>Math and Games: floor plans of the classroom; “treasure” items</p>	<p>Arts: photos of buildings from large group materials to create decorative features; journals</p> <p>Construction and Makerspace: building materials; student building plans and designs</p> <p>Library: set of magnetic letters; word bank of familiar words; 3- step Instruction card 13 “Spell a Word”</p>	<p>Arts: building materials; photos of buildings with signs</p> <p>Construction and Makerspace: building materials; student building plans and designs</p> <p>Library: photo of an object, place, person, or animal; word bank; paper; writing utensils</p>
Question of the Day	What will you use to start your building?	How can we measure how high the ceiling is in this room?	What do you think this is for? (Display picture of register)	What do you notice about this building?	Why does this building have a ladder on the outside?

				(Display picture of interseting building)	(Display picture of building with fire escape)
Large Group	<p>Discussion/Shared Writing: Rooms in a building Game: Glowing Candles</p> <p>Materials: MM77: “Glowing Candles”; chart paper; writing utensil; two floor plans of same type of building</p>	<p>Discussion/Shared Writing: Doors, Windows, and other Openings</p> <p>Game: Story Starters</p> <p>Materials: MM84: “Story Starters”; chart paper; journals; writing utensil; camera; measurement tools</p>	<p>Discussion/Shared Writing: Classroom Visit From a Maintenance Worker</p> <p>Song:”Under the Bed”</p> <p>Materials: MM46: “Under the Bed”; questions for the visitor created during Day 2’s large group roundup; chart paper; writing utensil</p>	<p>Discussion/Shared Writing: Decorative Features of Buildings Game:More Than One</p> <p>Materials: MM96: “More Than One”; collection of duplicate items; box; photos of buildings that have decorative features; chart paper; writing utensil</p>	<p>Discussion/Shared Writing: Safety and Signs Inside of Buildings</p> <p>Movement:Popping Hot</p> <p>Materials:MM52: “Popping Hot”; chart paper; writing utensil; classroom evacuation map; camera</p>
Read-Aloud	Selection from the “Children’s Books” list focusing on architects, builders, and designers	<i>Strictly No Elephants</i> Book Discussion Card 17 (first read-aloud)	<i>What Should We Build?</i>	Selection from the “Children’s Books” list focusing on cities and houses	<i>Strictly No Elephants</i> Book Discussion Card 17 (second read-aloud)
Small group/intentional teaching cards	<p>Language and Literacy: Word Play ITC: LL77 “Word Play”; picture or word cards that depict common objects (dog, toy, hat, ball, pencil)</p> <p>Mathematics: Tip the Scale ITC: M33 “Tip the Scale”; resealable plastic bags (sandwich, quart, gallon); various fill</p>	<p>Language and Literacy: Read Aloud, Teach Along ITC: LL11 “Read Aloud, Teach Along”; large print book for read aloud</p> <p>Mathematics: Looking High and Low ITC:M35 “Looking High and Low”; classroom objects (pencils, chalk board, erasers, books, clock)</p>	<p>Language and Literacy: My Special Words ITC:LL69 “My Special Words” six to eight resealable bags per book; environmental print; construcion paper cut to fit inside a bag; scissors; stapler; colorful tape</p> <p>Mathematics: Group Them Together</p>	<p>Mathematics: Straw Parts ITC:M15 “Straw Parts” different colored straws,scissors; index cards</p> <p>Language and Literacy: Swat the Rhyme ITC: LL66 “Swat the Rhyme”; new, unused flyswatter; cards or sentence strips with familiar rhyming</p>	<p>Mathematics: Patterns on the move ITC: M53 “Patterns on the Move”; action cards; pocket chart</p> <p>Language and Literacy: read with me - Fiction ITC: LL53 “Read with me: Fiction”; multiple copies of a storybook; fiction books and other text appropriate for</p>

	materials; balance scale		ITC:M39 “Group them Together”; basket; for blue/purple/pink, a collection of objects or pictures to be categorized; for pinx, index cards	words; corresponding illustrations or picture cards for each word	students’ instructional level
Mighty Minutes	MM:97 “Lead Dancer”	MM:75 “Seesaw Silliness”	MM:72 “All Together Now”	MM:78 “Letters are Everywhere”	MM:65 “Sound Sack”
Outdoor Experiences: None					
Physical Fun: Review ITC: P14 “Learn to Dribble”					
Family Partnerships: Invite families to come and listen to the classroom visitor. Encourage families to share experience sthey had completing Investigation 1 activities in the “Bring the Study Home” handout and remind them to look at and begin activities for Investigation 2.					
Wow Experiences: Day 3: Classroom visitor who works in building maintenance. Day 5: conduct a pretend evacuation drill to practice building safety.					

Preparing for the week:

- Research and print out floor plans from different types of buildings.

Architecture Study Week 4: At a Glance- Investigation 3

Focus Question(s):

How is the architecture of buildings changed to meet people’s needs?

NJSLS Kindergarten Mathematics:

K.MD.A Describe and compare measurable attributes.

K.MD.B Classify objects and count the number of objects in each category

K.G.A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.B Analyze, compare, create, and compose shapes.

Creative Curriculum Objectives:

13, 15a, 15c, 17b, 18e, 21a, 22a, 23

	Day 1	Day 2	Day 3	Day 4	Day 5

Board Approved: September 28, 2022

Learning Stations	<p>Construction and Makerspace: building materials; journals; writing utensil</p> <p>Library: non-fiction books about architecture; 3-step Instruction card 19 “Write in your Journal”; writing utensils; word and picture cards</p>	<p>Arts: floor plans of student homes; writing utensils; graphing paper</p> <p>Math and Games: floor plans without rooms; tangram shapes/blocks; chart paper; measurement tools</p>	<p>Arts: floor plans from large group; student floor plans</p> <p>Construction and Makerspace: building materials; student building plans and designs</p> <p>Library: selection of books by the same author or illustrator; 3-step Instruction card 11 “read a book”</p>	<p>Library: books that feature bridges between buildings; computer/tablet; printer</p> <p>Construction and Makerspace: building materials; student building plans and designs</p> <p>Math and Games: sets of upper/lower case letter cards; 3-step Instruction card 16 “Match a letter”</p>	<p>Construction and Makerspace: building materials</p> <p>Math and Games: 3-step Instruction Card 15 “Create a Pattern”; unit blocks or counters</p> <p>Arts: pictures of staircases, escalators, elevators, and ramps</p>
Question of the Day	What do you think happens in this building? (Display picture of a building)	What would a floor plan of your home look like?	What do you notice about this building? (Display picture of interesting building)	Where do you go after school?	Why does the building have a spiral staircase? (Display picture of building with spiral staircase)
Large Group	<p>Discussion/Shared Writing: Different Functions of Buildings</p> <p>Game: Mrs. Goodwin’s Suitcase</p> <p>Materials: MM47: “Mrs Goodwin’s Suitcase”; journals; writing utensils; chart paper; photos of buildings from your collection</p>	<p>Discussion/Shared Writing: How do rooms fit inside buildings?</p> <p>Game: Telling Tales</p> <p>Materials: MM73: “Telling Tales”; familiar book; large floor plan of the school; chart paper; paper with large shape drawn on it; writing utensil; tangram shapes</p>	<p>Discussion/Shared Writing: Building Designs and Functions</p> <p>Game: Silly Town</p> <p>Materials: MM85: “Silly Town”; floor plans for several types of buildings; chart paper; writing utensil</p>	<p>Discussion/Shared Writing: Bridges between buildings</p> <p>Song: “Good Morning/ Buenos dias”</p> <p>Materials: MM42: “Good Morning/ Buenos dias”; set of blocks; masking tape; measuring tape; chart paper; marker; sky bridge materials</p>	<p>Discussion/Shared Writing: Moving Up and Down in Buildings</p> <p>Game: Finger Follies</p> <p>Materials: MM15: “Finger Follies”; camera; chart paper; writing utensil</p>
Read-Aloud	Nonfiction book from the “Children’s Books” list	<i>Highlights High Five Bilingue: Leelo otra vez!/ Read It Again!</i>	<i>Strictly No Elephants</i>	Selection from the “Children’s Books” list	<i>The Three Little Wolves and the Big Bad Pig</i>

		Book conversation card 08	Book Discussion Card: 17 (third read-aloud)	focusing on tools and measurement.	Book Discussion Card 18 (first read-aloud)
Small group/intentional teaching cards	<p>Mathematics: Cardboard Castles ITC: M19 “Cardboard Castles”; cardboard boxes and containers of different shapes, sizes, dimensions; flat boxes; masking tape</p> <p>Language and Literacy: Hunting for words ITC: LL78 “Hunting for Words”; Index cards; clipboards; writing utensil</p>	<p>Language and Literacy: Beginning Sound Box ITC: LL29 “Beginning Sound Box”; a variety of objects including some with names that begin with the same sound (boat, button, blanket); cardboard box or bag to store objects</p> <p>Mathematics: Question graphing ITC: M47 “Question Graphing”; paper; pencils, pens, or markers</p>	<p>Mathematics: Shapes and Shadows ITC: M28 “Shapes and Shadows”; overhead projector, document camera or flashlights; construction paper; shapes cut from construction paper</p> <p>Language and Literacy: Four-Square Vocabulary ITC: LL52 “Four-Square Vocabulary”; dry-erase board or chart paper; markers; paper; pencils</p>	<p>Language and Literacy: The Top Three ITC: LL42 “The Top Three”; a storybook with the “top three” elements (characters, setting, plot); chart paper/chart/ markers</p> <p>Mathematics: Measure Up ITC: M22 “Measure Up”; variety of blocks of different lengths; unit cubes or paper clips; ruler or measuring tape</p>	<p>Language and Literacy: Topic Talk ITC: LL60 “Topic Talk: Nonfiction Book”; selection of grade-level appropriate nonfiction books; for blue/purple, selection of fiction and nonfiction books on the same topic; cahrt paper; markers</p> <p>Mathematics: Tile Tangrams ITC: M04 “Tile Tangrams”; masking tape; variety of square floor coverings (carpet tiles, kitchen tiles, cardboard, or card stock; measuring tape or ruler</p>
Mighty Minutes	MM:63 “Photo Fruit Salad”	MM:26 “Manual Measures”	MM: 71 “ Hungry at the Zoo”	MM: 64 “Fritzie the Frog”	MM 16: “Wolf Pack”
Outdoor Experiences: Take a walk around teh school and playground and encourage stduents to notice stairs, ramps, or bridges they see. Invite students ot make observational drawings in their journals.					
Physical Fun: Review ITC: P02 “Moving Right Along”					
Family Partnerships: Invite families ot bring measurement tools (protractors, T-squares, compasses) for students to measure and design their buildings.					

Encourage families to share their experiences competing Investigation 2 activities from the “Bringing the Study Home” handout. Remind them to look at and begin activities for Investigation 3.

Wow Experiences: NONE

Preparing for the week:

- Create a list of materials around the classroom for students to measure during Day 2’s independent discovery.
- Research and find out information about the tools nadtechnologies architexts use to design a building
- Find a drawing program on your classroom computer or tablet ot share with students during next week’s investigation.

Architecture Study

Week 5: At a Glance- Investigation 4

Focus Question(s):

What do architects do?

What tools and technology do they use?

NJSLS Kindergarten Mathematics:

K.MD.A Describe and compare measurable attributes.

K.MD.B Classify objects and count the number of objects in each category

K.G.A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.B Analyze, compare, create, and compose shapes.

Creative Curriculum Objectives:

9a, 15b, 17a, 18a, 19c, 21b, 22a, 22c

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	<p>Arts: building materials; student buildings; rhythm instruments</p> <p>Discovery: collection of tools and materials related ot the visitor’s job</p>	<p>Math and Games: variety of floor plans with maximum occupancy listed for each room; markers; counters</p> <p>Construction and Makerspace: building materials; student buildilngs</p> <p>Discovery: variety of different sized containers, along with their lids; 3-step Instruction Card 04</p>	<p>Literacy: computer or tablet; drawing computer program; printer</p> <p>Arts: tools from large group; 3-step Instruction card 19 “Write in Your Journal”; journals</p> <p>Math and Games: measurement scavenger hunt; 3-step Instruction card 10 “Scavenger Hunt” ruler and</p>	NONE	NONE

Board Approved: September 28, 2022

		“Line Up Smallest to Biggest”	measuring tape; paper; writing utensils		
Question of the Day	What challenges are you having with you building?	What is a rule that keeps us safe at school?	How do you use this tool? (Display a protractor)	NONE	NONE
Large Group	<p>Discussion and Shared Writing: Visitor Who Designs or Constructs Buildings</p> <p>Game: Follow that Sign!</p> <p>Materials: MM44 “Follow that Sign!”; sign with an arrow on it; chart paper; writing utensils</p>	<p>Discussion and Shared Writing: Rules for Constructing a Building</p> <p>Game: Good Choice, Bad Choice</p> <p>Materials: MM94 “Good Choice, Bad Choice”; choices written on abck of index cards; chart paper; writing utensils; camera</p>	<p>Discussion and Shared Writing: Tools and Technology Used to Design Buildings</p> <p>Movement: Pause, Rewind!</p> <p>Materials: MM04 “Pause, Rewind”; protractor, T-square; compass; ruler; chat paper; writing utensils</p>	NONE	NONE
Read-Aloud	Selection from “Children’s Book” list focusing on architexts, builders, and designers	<i>The Three Little Wolves and the Big Bad Pig</i> Book Discussion Card 18 (second read-aloud)	Selection from “Children’s Book” list focusing on tools and measurement	NONE	NONE
Small group/intentional teaching cards	<p>Mathematics: Countin g Hoops ITC: M34 “Counting Hoops”; numbered index cards; plastic hoop; counting manipulatives; for purple/pink, pencils or other writing utensils</p> <p>Language and Literacy: Jumping Rhymes</p>	<p>Mathematics: Mixed-Up Lids ITC: M31 “Mixed-Up Lids”; containers of various sizes and shapes with lids; ruler or measuring tape</p> <p>Language and Literacy: Dare to Describe ITC: LL56 “Dare to Describe”; picture of a</p>	<p>Language and Literacy: Dictionary Detectives ITC: LL33 “Dictionary Detectives”; dictionary; chart paper; markers; student word journals</p>	NONE	NONE

	ITC: LL63 “Jumping Rhymes”; cards or sentence strips with familiar rhyming words, (bat, cat, sat, mat; bad, dad, glad; bar, car, jar	dog; pictures of objects and people; 3” x 5” index cards; marker	Mathematics: Barnyard Shapes ITC: M08 “Barnyard Shapes”; two lengths of elastic band or rope (about 8 feet long), each with ends attached; assortment of two-dimensional shapes		
Mighty Minutes	MM50: “Rockin’ Rhythm Band”	MM70: “Wind it Up”	MM20: “Syllable Box”	NONE	NONE
Outdoor Experiences: None					
Physical Fun: Review ITC: P05 “Lumberjack Trail”					
Family Partnerships: Invite parents to bring in materials for students to create trees, streets, and bridges for the class city. Encourage families to share experiences they had completing Investigation 3 activities in the “Bringing the Study Home” handout and remind them to look at and begin activities for Investigation 4.					
Wow Experiences: Day 1: Classroom visitor who designs or builds buildings.					

Preparing for the week:

- Create a measurement scavenger hunt by writing units of measurement down one side of a sheet of paper, ex: 4 inches, 6 inches, 12 inches, for students to use during Day 3’s independent discovery.

- Bookmark websites or print out city maps or photos of cities that feature buildings, streets, intersections, and other features to share with students in the next investigation.

Architecture Study

Week 6: At a Glance-Investigation 5

Focus Question(s):

What is the architecture of a city?

NJSLS Kindergarten Mathematics:

K.MD.A Describe and compare measurable attributes.

K.MD.B Classify objects and count the number of objects in each category

K.G.A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.B Analyze, compare, create, and compose shapes.

Creative Curriculum Objectives:

Board Approved: September 28, 2022

9a, 9c, 15a, 15b, 16b, 20a, 20c, 21a, 21b, 22a

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	<p>Arts: collection of city maps; large sheet of bulletin board paper; pencils; list of student buildings</p> <p>Construction and Makerspace: architecture tools (protractor, compass, T-square)</p> <p>Math and Games: games that use dice or number cards; 3-step Instruction Card 05 “Play a Game”</p>	<p>Arts: class city plan created during Day 1’s large group; writing utensils; computer or tablet</p> <p>Construction and Makerspace: building materials; student buildings</p> <p>Math and Games: jars filled with 10-20 small objects; number cards that depict numerals 10-20; 3-step Instruction Card 14 “Count How Many”</p>	<p>Construction and Makerspace: cardboard; camera</p> <p>Arts: list of items students noticed outside of the school building; materials to create items on the list</p> <p>Library: photo of an object, place, person or animal, paper; writing utensils; word bank</p>	<p>Arts: city story written during large group; book-binding materials</p> <p>Construction and Makerspace: student buildings; materials needed to make remaining items</p> <p>Math and Games: collection of natural items from your area; 3-step Instruction Card 03 “Line up Biggest to Smallest”</p>	None
Question of the Day	What is this a picture of? (Display a picture or an aerial view of a city)	What do you see around this building? (Display picture of building)	What do you see on this map? (Display a map with property lines)	What would you like to name our city?	None
Large Group	<p>Discussion/Shared Writing: Starting our City Plan</p> <p>Games: Circle Math</p> <p>Materials: MM91: “Circle Math”; city maps or photos of cities that feature buildings, streets, intersections, and other feature; chart paper; writing utensil</p>	<p>Discussion/Shared Writing: A Walk to See What is Around the Building</p> <p>Games: I Spy Spanish Colors</p> <p>Materials: MM43: “I Spy Spanish Colors”; journals; camera; writing utensil</p>	<p>Discussion/Shared Writing: How Land is Divided Between Buildings</p> <p>Movement: Mirror Me</p> <p>Materials: MM79: “Mirror Me”; map with property lines; class city plan; writing utensils;</p>	<p>Discussion/Shared Writing: The Story of our City</p> <p>Movement: Antlers All Around</p> <p>Materials: MM17: “Antlers All Around”; chart paper; writing utensil</p>	None

			rulers and yardsticks; paper		
Read-Aloud	Selection from “Children’s Books” list focusing on working together	<i>The Three Little Wolves and the Big Bad Pig</i> Book discussion card 18 (third read-aloud)	<i>Highlights High Five Bilingue</i> <i>Leelo otra vez!/ Read It Again!</i> Book conversation card 08	Selection from “Children’s Books” list focusing on	None
Small group/intentional teaching cards	Language and Literacy: Galloping Gus ITC: LL23 “Galloping Gus”; chart paper; sentence strips or sticky notes Mathematics: Catch and Count ITC:M10 “Catch and Count”; child-sized fishing poles made from a stick or dowel, string, and a magnet; set of fish cards; paper clips	Language and Literacy: Alphabet Sounds ITC: LL70 “Alphabet Sounds”; 52 large cards; each printed with a different upper or lower case letter; small manipulatives (bear counters, buttons, colored rocks) Mathematics: Classroom Treasure ITC: M21 “Classroom Treasure”; treasure items (stuffed animal, decorated box) paper; pencils	Mathematics: Card Count ITC: M41 “Card Count”; set of cards with a numeral and its number word printed on one side of a card; manipulatives Language and Literacy: Where’s the Rhyme? ITC: LL27 “Where’s the Rhyme?”; chart paper; marker; poem or song with rhyming words; prop that illustrates the poem or song (mouse puppet for “Hickory, Dickory, Dock”)	Language and Literacy: Similarities and Differences ITC: LL47 “Similarities and Differences”; pair of nonfiction books about the same topic; list of common text features for non-fiction text; chart paper/ chart; markers Mathematics: A Basket of Ribbons ITC: M23 “A Basket of Ribbons”; basket or other container; pices of ribbon and yarn of different lengths; nonstandard measuring units (unit blocks, measuring tape, yardstick, or ruler)	None
Mighty Minutes	MM:81 “Sensory Box”	MM:69 “Seashore Sound Hunt”	MM:82 “Beanbag Pass”	MM:14 “Guacamole”	None
Outdoor Experiences: Provide students with large blocks or boxes to build a city outdoors.					

Physical Fun: Review ITC: P19 “Practice Kicks”
Family Partnerships: Invite families to bring in photos or additional materials they would like to share at the end-of-study celebration. Encourage families to share their experiences completing the Investigation 4 activities from the “Bringing the Study Home” handout. Remind them to look at and start activities for Investigation 5.
Wow Experiences: Day 2: Take a walk outside the school building to notice the different features around the building.

*Preparing for the week:

-begin collecting artifacts and materials to share with families at the end-of-year celebration

Architecture Study

Week 7: At a Glance-Celebrating Learning

Focus Question(s):

NONE

NJSLS Kindergarten Mathematics:

K.MD.A Describe and compare measurable attributes.

K.MD.B Classify objects and count the number of objects in each category

K.G.A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.B Analyze, compare, create, and compose shapes.

Creative Curriculum Objectives:

9a, 15a, 18a, 19c, 20a, 20e, 21a, 22a,

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	All: celebration-planning chart created during large group; student buildings; building materials; photos taken during the study Library: set of magnetic letters; word bank of familiar	All: class city; classroom displays; building materials Library: collection of classroom materials with a few different beginning sounds	All: class city; classroom displays, class book; pictures taken throughout the study; study artifacts; camera Math and Games: variety of counting manipulatives; 3-step Instruction	NONE	NONE

Board Approved: September 28, 2022

	words; 3-step Instruction card 13 “Spell a Word”		card 14 “Count How Many”		
Question of the Day	What do you need to do to finish our city?	What do you want to show our guests?	What was your favorite part of the study?	NONE	NONE
Large Group	<p>Discussion and Shared Writing: Planning for our Celebration</p> <p>Games: Sticky Names</p> <p>Materials: MM55 “sticky names”; sticky notes; marker; crayons; pencil; chart paper</p>	<p>Discussion and Shared Writing: Preparing for Our Celebration</p> <p>Games: Picture This</p> <p>Materials: MM07 “Picture This”; celebration planning chart created during Day 1’s large group; writing materials; chart paper</p>	<p>Discussion and Shared Writing: Celebration of Buildings</p> <p>Song: “Spanish Numbers”</p> <p>Materials: MM 06 “Spanish Numbers”; chart paper; writing utensil</p>	NONE	NONE
Read-Aloud	<i>What Should We Build?</i>	Selection from “Children’s Books” list focusing on working together	Selection from “Children’s Books” list focusing on poetry	NONE	NONE
Small group/intentional teaching cards	<p>Mathematics: Explore res Through and Through ITC: M16 “Exploreres Through and Through; materials to make an adventure course</p> <p>Language and Literacy: My Favorite Part of the Story</p>	<p>Mathematics: Hidden Shapes ITC: M13 “Hidden Shapes”; card stock or heavy paper in different colors; a few attribute blocks; containers; glue; sandbox; small brushes</p> <p>Language and Literacy: Animal Rhymes</p>	<p>Language and Literacy: Ask Me a Question ITC: LL80 “Ask Me a Question”; chart paper; markers</p> <p>Mathematics: Flower Power ITC: M46 “Flower Power”; pictures of different types of</p>	NONE	NONE

	ITC: LL73 “My Favorite Part of the Story”; storybook; paper; pencils or markers; clipboards	ITC: LL19 “Animal Rhymes”; pictures of familiar animals (cat, dog, sheep, mouse); audio recorder or digital device for recording	flowers; cotton swabs; paint; paper and pencil		
Mighty Minutes	MM21: “Spin Cycle”	MM30: “The Letter-Sound Train”	MM12: “Fill in the Rhyme”		
Outdoor Experiences: NONE					
Physical Fun: Review ITC: P04 “Hopping Relay Race”					
Family Partnerships: Invite families to share their favorite activity found on the “Bringing the Study Home” handout. Invite families to attend the end-of-study celebration					
Wow Experiences: Day 3: Family members and guests visit for the celebration					

UNIT 3: GROCERY STORE STUDY

TS Gold: Objectives to be Assessed	Modifications for Special Education	Modifications for English Language Learners	Modifications for students at risk of school failure	Modifications for gifted students
<ul style="list-style-type: none"> Mathematics Social-Emotional Literacy 	<ul style="list-style-type: none"> repetition of oral language non-linguistic representations will be provided when possible content will be chunked teacher assistance will be available during centers time multi-sensory teaching approaches will be incorporated into instruction/centers 5-5-5 (daily 1-1 targeted instruction) Show additional number of samples/examples of desired outcome Provide additional opportunities to practice allow for student choice use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction 	<ul style="list-style-type: none"> Model Thinking Aloud Encourage Partner Talk Repeat and Clarify Provide a Sequence Encourage self-selection of topics Target vocabulary Scaffold comprehension when reading is used to promote reader response Scaffold content-literacy reading Allow products to demonstrate student's learning Provide on-going feedback Use non-linguistic representations Read multiple read-alouds to students a day allow for student choice use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction 	<ul style="list-style-type: none"> Utilize Extended Day Tutoring Program Build a relationship Allow extra time for assignment completion Employ strategies from Classroom Instruction that Works Allow for student choice Build lessons around student interests Allow student to feel ownership of their classroom/learning give student a special job or responsibility in the classroom small group or 1-1 instruction 	<ul style="list-style-type: none"> Use flexible grouping Give independent projects Differentiate assignments Offer student choice Provide opportunities to research (Individual/Group) Focus on Webb's Depth of Knowledge - Emphasis on Level 4 use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction

Grocery Store Study
Week 1: At a Glance-Exploring the Topic

Focus Question(s):

What do we know about grocery stores?

What do we want to find out?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

Creative Curriculum Objectives:

10b, 15a, 15c, 16a, 20a, 20d, 21a, 22a

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	<p>Construction and Makerspace: photos of grocery store signs; journals; 3-step Instruction Card 02 “Start Your Journal”</p> <p>Library: a collection of books by the same author or illustrator; 3-step Instruction card 11 “Read a Book”</p>	<p>Library: nonfiction books about grocery stores; computer or tablet; “What We Know About Grocery Stores” chart; marker</p> <p>Arts: chart with story from large group</p> <p>Math and Games: 3-step Instruction card 03 “Line up Biggest to Smallest”</p>	<p>Library: cookbooks or recipes; paper; writing materials</p> <p>Arts: grocery list from large group; paper; writing materials; circulars or magazines that feature food items</p> <p>Math and Games: unit blocks; classroom items; 3-step instruction card 07 “Measure with Blocks”</p>	<p>Discovery: recipe from Day 3’s large group; ingredients for the recipe; grocery list from Day 3’s large group</p> <p>Arts: circulars; pages from food magazines; page protectors; dry-erase markers</p> <p>Math and Games: set of numeral cards 1-20; paper; pencils; manipulatives</p>	<p>Library: “What We Want to Find Out About Grocery Stores” chart; books about grocery stores; circulars; computer or tablet</p> <p>Construction and Makerspace: books or photos of grocery stores</p> <p>Math and Games: puzzles</p>
Question of the Day	What foods do you enjoy with your family?	How do you get to the grocery store?	What is a food that you have helped make at home?	What do you see at the grocery store?	If you had a grocery store, what would you sell? (Display list of items generated in the previous day’s

					large-group meeting for references)
Large Group	Discussion/Shared Writing: Introducing Grocery Stores Song: “Wind it Up” Materials: MM70 “Wind it Up”; chart paper; marker; photos of different grocery store signs	Discussion/Shared Writing: Grocery Stores Near Us Game: Letters are Everywhere Materials: MM78 “Letters are Everywhere!”; photos of grocery stores signs from Day 1 “What we know about Grocery Stores” chart; chart paper; marker	Discussion/Shared Writing: Creating Grocery Lists Game: Photo Fruit Salad Materials: MM63 “Photo Fruit Salad”; two recipes; chart paper; marker	Discussion/Shared Writing: Imaginary Shopping Trip Game: Mirror Me Materials: MM79 “Mirror Me”; chart paper; writing utensil	Discussion/Shared Writing: Questions About Grocery Stores Game: Going Up! Materials: MM08 “Going Up!” ; chart paper; marker
Read-Aloud	Selection from “Children’s Books” list focusing on grocery stores	<i>Mama Pnaya’s Pancakes</i> Book discussion card 10 (first read-aloud)	Selection from “Children’s Books” list focusing on grocery stores	<i>Highlights High Five Bilingue” Vamos!/Let’s Go!</i> Book conversation card 05	Selection from “Children’s Books” list focusing on feelings, emotions, and classroom community
Small group/intentional teaching cards	Mathematics: Card Count ITC: M41 “Card Count” Language and Literacy: Getting to Know You ITC: LL75	Language and Literacy: Jumping Rhymes ITC: LL63 “Jumping Rhymes” Mathematics: Laundry Line-Up ITC: M37 “Laundry Line-Up”	Language and Literacy: Let’s Be Jumping Beans ITC: LL51 “Let’s Be Jumping Beans” Mathematics: Rinky Dinky Numbers ITC: M49 “Rinky Dinky Numbers”	Language and Literacy: Where’s the Rhyme? ITC: LL27 “Where’s the Rhyme?” Mathematics: Looking High and Low ITC: M35 “Looking High and Low”	Language and Literacy: Computer Words ITC: LL06 Mathematics: Making Yogurt Fruit Dip ITC: M58 “Making Yogurt Fruit Dip”
Mighty Minutes	MM57: Remember the Steps	MM26: Manual Measures	MM99: Counting on Our Way	MM95: Counting by Ten	MM17: Antlers All Around
Outdoor Experiences:					

None
Physical Fun: Review ITC:P04 “Hopping Relay Race”, and ITC:P15 “Fast and Slow”
Family Partnerships: Introduce the study to families by sending home the “Letter to Families.” Ask them to donate items related to grocery stores (empty food containers, circulars... Introduce the “Bringing the Study Home” handout to families. Explain that the handout provides activities they can do with their child at home based on the questions the children will investigate throughout the study. Invite a family member who shops at a grocery store to visit the class next week.
Wow Experiences: None

Grocery Store Study
Week 2: At a Glance- Investigation 1

Focus Question(s):

How are grocery stores arranged?

Why are they arranged that way?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

Creative Curriculum Objectives:

10b, 15a, 15c, 16a, 20a, 20d, 21a, 22a

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Construction and Makerspace: photos of grocery store departments; card stock or cardboard Classroom Grocery Store: list of grocery store departments; picture of familiar food items Library:	Classroom Grocery Store: measuring tape; ribbon or yarn; masking tape; scissors; classroom map from large group Construction and Makerspace: baskets; paper bags Library: familiar books; puppets; story props	Arts: photo of labeled grocery store shelves; word processing program Construction and Makerspace: make/gather list from large group; classroom floor plan Math and Games: tangram	Discovery: items from the classroom grocery store Math and Games: colored blocks; camera; 3-step Instruction card 01 “Take a Picture”	Library: list of products from large group; magazines; computer or tablet; materials to create products for the grocery store; audio recorder with recorded questions Classroom Grocery Store: paper; writing utensils

Board Approved: September 28, 2022

	10-15 alphabet cards; alphabet chart; paper; writing utensil		shapes; paper; writing materials		
Question of the Day	What is a fruit or vegetable you like to eat?	What products do you see in this shopping cart? (Display a picture of a shopping cart filled with familiar products)	What products should we sell in our grocery store?	Where do you keep food at home?	Who goes to the grocery store in your family?
Large Group	<p>Discussion and Shared Writing: Planning our Grocery Departments</p> <p>Game: Grocery Cart</p> <p>Materials: MM05 “Grocery Cart”; photos of grocery store departments; circulars; chart paper; marker</p>	<p>Discussion and Shared Writing: How Should We arrange Our Grocery Store?</p> <p>Game: Telling Tales</p> <p>Materials: MM73 “Telling Tales”; photo of grocery store aisle; classroom map; writing utensil</p>	<p>Discussion and Shared Writing: Grocery Store Products</p> <p>Game: Queen Bee</p> <p>Materials: MM13 “Queen Bee”; floor plan of the classroom from Day 2; collection of grocery items; chart paper; marker; photo of grocery store shelf label</p>	<p>Discussion and Shared Writing: Keeping Food Fresh</p> <p>Game: Opposite Patterns</p> <p>Materials: MM88 “Opposite Patterns”; items from the classroom grocery store; chart paper; marker</p>	<p>Discussion and Shared Writing: Visitor Who Shops at a Grocery Store</p> <p>Game: Sound Sack</p> <p>Materials: MM65 “Sound Sack”; chart paper; marker</p>
Read-Aloud	<p><i>Mama Panya’s Pancakes</i></p> <p>Book Discussion Card 10(second read-aloud)</p>	<p>Selection from the “Children’s Books” list that shows the interior of a grocery store</p>	<p><i>Mama Panya’s Pancakes</i></p> <p>Book Discussion Card 10(third read-aloud)</p>	<p>Selection from the “Children’s Books” list that features products available at grocery stores</p>	<p><i>Highlights High Five Bilingue” Vamos!/ Let’s Go!</i></p> <p>Book conversation card 05.</p>
Small group/intentional teaching cards	<p>Mathematics: Explore Through and Through ITC:M16 “Explorers Through and Through”</p>	<p>Mathematics: Dish it Out ITC:M20 “Dish it Out”</p>	<p>Language and Literacy: Letter Walk ITC:LL50 “Letter Walk”</p>	<p>Language and Literacy: Illustrating Information ITC:LL83 “Illustrating information”</p>	<p>Mathematics: Making Egg Salad ITC: M57 “ Making Egg Salad”</p>

	Language and Literacy: Type and Seek ITC: LL44 “Type and Seek”	Language and Literacy: Swat the Rhyme ITC:LL66 “Swat the Rhyme”	Mathematics: Interlocking Towers ITC:M48 “Interlocking Towers”	Mathematics: Day and Night ITC:M14 “Day and Night”	Language and Literacy: Four Square Narrative ITC:LL68 “Four Square Narrative”
Mighty Minutes	MM69: Seashore Sound Hunt	MM83: Thumbs Up, Thumbs Down	MM74: Syllable Steps	MM71: Hungry at the Zoo	MM89: Sleepy Fingers
Outdoor Experiences: Invite the students to bring produce from their grocery store outside and set up a produce stand.					
Physical Fun: Review ITC:P19 “Practice Kicks”and ITC: P14 “Learn to Dribble”					
Family Partnerships: Invite the families to donate clean, empty food containers for the classroom grocery store. Invite a family member who shops at a grocery store to visit the classroom on Day 5. Encourage families to share experiences they had completing the Exploring the Topic activitiesin the “Bringing the Study Home” handout and remind them to begin activities for investigation 1.					
Wow Experiences: Day 5: classroom visit from someone who shops at a grocery store.					

Grocery Store Study
Week 3: At a Glance- Investigation 2

Focus Question(s):

What do people do in different departments of a grocery store?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

Creative Curriculum Objectives:

15a, 16a, 18a, 19b, 20c, 21a, 22a, 22b

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Library: books and photos of grocery stores; tablet or computer; journals	Discovery: grocery bags; items from the classroom grocery store; camera; chart paper; marker	Classroom Grocery Store: list of grocery store jobs from Day 1’s large group	Math and Games: items from the classroom grocery store; camera	Library: photos of students working in the grocery store; journals

Board Approved: September 28, 2022

	Arts: list of grocery store jobs from large group; photos of grocery store equipment; journals Math and Games: 3-step Instruction Card 15 “Create a Pattern”	Arts: photos of payment methods; construction paper or card stock; job list from Day 1 Math and Games: classroom items; 3-step Instruction Card 03 “Line up Biggest to Smallest”	Construction and Makerspace: books or images that feature grocery stores Math and Games: collection of round objects; string or yarn	Classroom Grocery Store: new products for the grocery store Library: 3-step Instruction card 11 “Read a Book”	Math and Games: math manipulatives; 3-step Instruction Card 15 “Create a Pattern”
Question of the Day	What jobs do we have in our classroom?	Who uses this at a grocery store? (Display a photo of a cash register)	What questions do you have for the visitor?	What do you see on this shelf? (Display a picture of a stocked grocery store shelf)	Which grocery store job did you enjoy doing?
Large Group	Discussion/Shared Writing: Who Works at a Grocery Store? Game: Follow That Sign! Materials: MM44: “Follow That Sign!”; teacher’s version of Who works at a grocery store?; photos of equipment found in a grocery store; chart paper; marker	Discussion/Shared Writing: cashiers and Baggers Song: “Pugsley the Peppy Dog” Materials: MM36: “Pugsley the Peppy Dog”; cash register; play dollar bills, credit cards, and checks; items from the classroom grocery store; grocery bag	Discussion/Shared Writing: Interview with a Grocery Store Manager Song : “Say Hello” Materials: MM68: “Say Hello”; chart paper; marker; camera	Discussion/Shared Writing: Who Puts Products on the Shelves? Game: Catch a Question Materials: MM53: “Catch a Question”; items from the classroom grocery store; photo of grocery store shelves; photo of a stock clerk	Discussion/Shared Writing: Graphing Jobs We Enjoyed Game: Silly Town Materials: MM85: “Silly Town”; list of grocery store jobs; chart paper; marker
Read-Aloud	<i>Who Works at a Grocery Store?</i>	<i>Adelita and the Veggie Cousins</i> Book Discussion 11 (first read-aloud)	<i>Who Works at a Grocery Store?</i>	Select an informational, nonfiction book from the “Children’s Books” list that features people who work in grocery stores	<i>Adelita and the Veggie Cousins</i> Book Discussion 11 (second read-aloud)

Small group/intentional teaching cards	Language and Literacy: Galloping Gus ITC:LL23 “Galloping Gus” Mathematics: How many lambs? ITC:M02 “How many Lambs?”	Language and Literacy: Daily Directions ITC:LL34 “Daily Directions” Mathematics: Numeral Card Counting ITC:M25 “Numeral Counting Cards”	Language and Literacy: Stoplight Stories ITC:LL86 “Stoplight Stories” Mathematics: Take Ten ITC:M09 “Take Ten”	Mathematics: Group Them Together ITC:M39 “Group Them Together” Language and Literacy: Word Play ITC:LL77 “Word Play”	Language and Literacy: The Sound of the Vowel ITC:LL85 “The Sound of the Vowel” Mathematics: What Comes Next? ITC:M17 “What Comes next?”
Mighty Minutes	MM39: Animal Yoga	MM93: Hands All Around	MM97: Lead Dancer	MM100: Fruit Stomp	MM59: Rhythm Rascals
Outdoor Experiences: Invite the students to add a cash register and play currency to their produce stand.					
Physical Fun: Review ITC: P12 “Ribbon Dancing”; and ITC: P11 “My Own Dance”					
Family Partnerships: Invite families to continue donating items for the classroom grocery store Encourage families to share experiences they had completing Investigation 1 activities in the “Bringin the Study Home” handout. Remind them to begin activities for Investigation 2.					
Wow Experiences: Day 3: Visit from a grocery store manager					

Preparing for the week:

- Create or collect pretend currency, including dollar bills and credit cards.
- Take photos of children working in the classroom grocery store.

Grocery Store Study Week 4: At a Glance- Investigation 3

Focus Question(s):

What special tools and technology are used in grocery stores?
What special clothes do people wear?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

Board Approved: September 28, 2022

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

Creative Curriculum Objectives:

8b, 9d, 13, 15b, 15c, 15d, 20c, 20d, 20e, 23

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Math and Games: sticky note; masking tape; circulars; writing utensils; craft sticks; pipe cleaners; blocks; 3-step Instruction Card 17 “Make Shapes: Arts: grocery store receipt; receipt created during large group	Classroom Grocery Store: inventory from large group paper; pencils Arts: materials to make out-of-stock food items; inventory list Math and Games: “How Many?” jars; numeral cards 10-20; math manipulatives	Math and Games: 5-10 photos of the students during the field trip Library magnetic letters; familiar sight words; 3-step Instruction card 13	Arts: photos from the field trip; books that feature grocery store employees; journals; white shirts; fabric paints and markers Classroom Grocery Store: gloves; hairnets; aprons Library: word cards; dice; paper; writing utensil	NONE
Question of the Day	What numbers do you see on this? (Display a receipt from grocery store)	What vegetables did Adelita learn about in this book? (Display the book Adelita and the Veggie Cousins)	What do you think we will see on our field trip?	What does a grocery store employee wear?	NONE
Large Group	Discussion/Shared Writing: What Technology is Used in the Grocery Store? Game: Group Dynamics Materials: MM67: “Group Dynamics”; receipt; items from the classroom grocery store; photo or video of a cashier; pretend scanner; chart paper; marker	Discussion/Shared Writing: How Do Stores Keep Track of Their Products? Game: Spin Cycle Materials: MM21: “Spin Cycle”; paper; pencil	Discussion/Shared Writing: Visit to a Local Grocery Store Game: Syllable Box Materials: MM20: “Syllable Box” chart from Day 2’s large-group roundup; camera; journals; writing utensils	Discussion/Shared Writing: How do Grocery Store Employees Stay Safe? Game: It Makes Me Happy! Materials: MM92: “It Makes Me Happy!”; photos from the field trip; cahrt paper; writing utensil	NONE

Read-Aloud	Selection from the “Children’s Books” list that features customers shopping in a grocery store	<i>Adelita and the Veggie Cousins</i> Book discussion card 11 (third read-aloud)	<i>Highlights High Five Bilingue 06</i> <i>Atrapalo! Catch This!</i> Book discussion card 06	Selection from the “Children’s Books” list focusing on nutrition and healthy eating	NONE
Small group/intentional teaching cards	Language and literacy: Pass the Rhyme ITC: LL61 “Pass the Rhyme” Mathematics: Making Five-Layer Dip ITC:M55 “Making Five-layer Dip”	Language and literacy: Let’s Be Jumping Beans! ITC:LL51 “Let’s Be Jumping Beans” Mathematics: Coupon Clipper ITC:M95 “Coupon Clipper”	Mathematics: Puzzling Tangrams ITC:M26 “Puzzling Tangrams” Language and literacy: Book Design ITC:LL65 “Book Design”	Mathematics: Blown Away ITC:M18 “Blown Away” Language and Literacy: Our Field Trip ITC:LL58 “Our Field Trip”	NONE
Mighty Minutes	MM62: Cursor Clicks	MM72: All Together Now	MM50: Rockin’ Rhythm Band	MM14: Guacamole	
Outdoor Experiences: NONE					
Physical Fun: Review ITC:P09 “Body Poses” and ITC:P06 “Across the Balance Beam”					
Family Partnerships: Invite families to accompany the class on the field trip to a grocery store on Day 3 Ask each family to bring in a plain white T-shirt for thier child. Encourage families to share experiences they had completing Investigation 2 activities in the “Bringing the Study Home” handout. Remind them to begin activities for Investigation 3.					
Wow Experiences: Day 3: Field trip to local grocery store.					

*Preparing for the week:

-Create “How many?” jars by placing 10-20 small objects in jars or containers.

Grocery Store Study Week 5: At a Glance- Investigation 4

Focus Question(s):

How can we get customers to shop in our grocery store?

Board Approved: September 28, 2022

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

Creative Curriculum Objectives:

9d, 15a, 16a, 17b, 21b, 22a, 22b

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Arts: butcher paper or poster board Classroom Grocery Store: chart paper with the name of the classroom grocery store Math and Games: craft sticks; play dough; shape cards; 3-Step Instruction Card 17 “Make Shapes”	Arts: grocery store advertisements; product list from large group; camera Library: newspapers; circulars; food magazines Math and Games: 3-step Instruction Card 12 “Share with a Partner”; math games	Classroom Grocery Store: chart from large group Library: fiction and nonfiction books that feature customers shopping at a grocer store; journals Math and Games: pretend \$1 and \$5 bills	Classroom Grocery Store: advertisements; paper; writing utensils; list of steps from Day 3’s large group Library: 3-Step Instruction Card 11 “Read a Book”	NONE
Question of the Day	What should we name our grocery store?	What do grocery stores use this for? (Display an advertisement from a local grocery store)	What is the first thing people do at the grocery store?	Can you write your name to make a name tag?	NONE
Large Group	Discussion/Shared Writing: Grocery Store Names Game: Beanbag Pass Materials: MM82: “Beanbag Pass”; photos of grocery store names; chart	Discussion/Shared Writing: How Should We Advertise the Products in Our Grocery Store? Game: At the Flea Market	Discussion/Shared Writing: What Do Customers Do at the Grocery Store? Game: Hat Soup Materials: MM27: “Hat Soup” photos featuring customers	Discussion/Shared Writing: Sharing Our Grocery Store Game: Picture This Materials: MM07: “Picture This”; materials to create a name tag; job tags;	NONE

	paper; marker; sticky notes	Materials: MM37: “At the Flea Market”; pictures of advertisements; print advertisements; chart paper; marker	at a grocery store; chart paper; marker	materials for the grocery store jobs: advertisements; play money; shopping bags	
Read-Aloud	Selection from the “Children’s Books” list that focuses on friendship	<i>Rainbow Weaver</i> Book discussion card 12 (first read-aloud)	Selection from the “Children’s Books” list that focuses on nutrition and healthy eating	<i>Rainbow Weaver</i> Book discussion card 12 (second read-aloud)	NONE
Small group/intentional teaching cards	Language and Literacy: Animal Rhymes ITC:LL19 “Animal Rhymes” Mathematics: Tip the Scale ITC:M33 “Tip the Scale”	Language and Literacy: What did you read? ITC:LL19 “What did you read?” Mathematics: Tip the Scale ITC:M33 “Tip the Scale”	Language and Literacy: Awesome Affixes ITC:LL67 “Awesome Affixes” Mathematics: Body Math ITC:M07 “Body Math”	Mathematics: Shape Escape ITC:M24 “Shape Escape” Language and Literacy: Conversation Starters ITC:LL84 “Conversation Starters”	NONE
Mighty Minutes	MM90: Fluttering Moths	MM46: Under the Bed	MM94: Good Choice, Bad Choice	MM18: Sammy’s Week	
Outdoor Experiences: Provide a balance scale for the students to use outdoors.					
Physical Fun: Review ITC:P02 “Moving Right Along”; and ITC: P05 “Lumberjack Trail”					
Family Partnerships: Invite family members to volunteer to support the class visit on Day 4. Encourage families to share experiences they had completing Investigation 3 activities from the “Bringing the Study Home” handout and remind them to begin activities for Investigation 4.					
Wow Experiences: Day4: Visit from another class to the classroom grocery store.					

*Preparing for the week:

-Collect materials needed for the other class’s visit to the classroom grocery store (play money, grocery bags, and grocery store circulars)

Grocery Store Study
Week 6: At a Glance- Investigation 5

Focus Question(s):

Where does the food in the grocery store come from?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

Creative Curriculum Objectives:

9c, 10a, 18a, 18d, 18e, 20a, 20b, 21b, 22a

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	<p>Library: books or bookmarked websites that feature farms, how foods are grown, and how foods get to the grocery stores; journals</p> <p>Construction and Makerspace: produce department photos; play dough; construction paper; markers</p> <p>Math and Games: numeral cards; counting manipulatives; 3-Step Instruction Card 14 “Count How Many”</p>	<p>Arts: photograph of canned food items; coffee cans; unlabeled cans; construction paper; markers</p> <p>Math and Games: canned and packaged goods; interlocking blocks; dice</p>	<p>Classroom Grocery Store: photos of a grocery store bakery; play dough; paper; writing utensils</p> <p>Discovery: cookbooks or recipes; sand; measuring cups; spoons; mixing bowls; water</p> <p>Math and Games: 3-Step Instruction Card 15 “Create a Pattern”; counters or unit blocks</p>	<p>Construction and Makerspace: photos of grocery store warehouses; paper; writing materials; camera</p> <p>Arts: warehouse photos; card stock; cardboard; markers</p> <p>Library: list of vocabulary words; 3-Step Instruction Card 13 “Spell a Word”; magnetic or foam letters</p>	NONE
Question of the Day	What is this?	Where do you think this came from? (Display a can of fruit or vegetables)	What do you like to eat for breakfast?	What is happening in this picture? (Display a picture of products being unloaded from	NONE

				trucks in a grocery store warehouse area)	
Large Group	<p>Discussion/Shared Writing: From Farms to Grocery Stores</p> <p>Game: More Than One</p> <p>Materials: MM96 “More Than One”; photos of produce department of a grocery store; photos of fruits and vegetables growing on a farm; chart paper; marker</p>	<p>Discussion/Shared Writing: From Factories to Grocery Stores</p> <p>Movement: Movement Patterns</p> <p>Materials: MM86: “Movement Patterns”; food packages; cans; picture of the inside of a factory; chart paper; writing utensil</p>	<p>Discussion/Shared Writing: How is Food Made in the Bakery</p> <p>Story: Bamboo the Panda</p> <p>Materials: MM98: “Bamboo the Panda”; chart paper; marker; photos of a bakery department; photos of equipment found in a bakery</p>	<p>Discussion/Shared Writing: What Happens When Food Arrives at the Grocery Store?</p> <p>Game: Mrs. Goodwin’s Suitcase</p> <p>Materials: MM47: “Mrs. Goodwin’s Suitcase”; photos of the grocery store warehouse from the field trip; chart paper; marker; collection of additional products to add to the grocery store</p>	NONE
Read-Aloud	Selection from the “Children’s Books” list that focuses on grocery stores and farmer’s markets	<i>Rainbow Weaver</i> Book Discussion Card 12 (third read-aloud)	Selection from the “Children’s Books” list that depicts people working in a grocery stores	<i>Highlights High Five Bilingue: Atrapalo! / Catch This!</i> Book Conversation Card 06	NONE
Small group/intentional teaching cards	<p>Language and Literacy: Similarities and Differences ITC:LL 47 “Similarities and Differences”</p> <p>Mathematics: Making Trail Mix ITC:M56 “Making Trail Mix”</p>	<p>Language and Literacy: Dare to Describe ITC:LL 56 “Dare to Describe”</p> <p>Mathematics: Code Breaker ITC:M12 “Code Breaker”</p>	<p>Language and Literacy: Shaving Cream Names ITC:LL41 “Shaving Cream Names”</p> <p>Mathematics: Making Fruit Muffins ITC:M 42 “Making Fruit Muffins”</p>	<p>Mathematics: A Knack for Jacks ITC:M 11 “A Knack for Jacks”</p> <p>Language and Literacy: Making Hummus ITC:LL76 “Making Hummus”</p>	NONE

Mighty Minutes	MM75: Seesaw Silliness	MM51: House Helpers	MM71: Hungry at the Zoo	MM56: Dandelion Drifters	
Outdoor Experiences: Invite the students to bring empty cans with smooth edges and bozes outdoors and set up a pretend factory.					
Physical Fun: Review ITC:P03 “Beanbag Tag”					
Family Partnerships: Encourage families to share experiences they had completing Investigation 4 activities from the “Bringing the Study Home” handout and remind them to begin activities for Investigation 5.					
Wow Experiences: NONE					

*Preparing for the week:

- Gather a large collection of product containers to add to the classroom grocery store.

Grocery Store Study Week 7: At a Glance- Celebrating Learning

Focus Question(s):

None

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

Creative Curriculum Objectives:

9a,17b, 19a, 19b, 20a, 21a, 21b, 22a

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	All: chart papers, photos, and other artifacts collected throughout the study; celebration list from large group; coupons; paper; writing utensils Library: picture cards of familiar objects; magnetic or foam letters	Arts: butcher paper; markers; paint;glitter; glue Discovery: chart paper and marker to create recipe chart; ingredients; small resealable bags for mixing Library: high-frequency word	All: classroom displays Math and Games: 3-step Instruction Card 17 “Make Shapes”	NONE	NONE

Board Approved: September 28, 2022

		cards; letter cards; 3-Step Instruction Card 13 “Spell a Word”			
Question of the Day	What do we need to finish our grocery store?	What are you most excited to share at the celebration?	What will be your job at the grocery store?	NONE	NONE
Large Group	Discussion/Shared Writing: Preparing for Our Shoppers Rhyme: Fritzie the Frog Materials: MM64 “Fritzie the Frog”; chart paper; markers; coupons	Discussion/Shared Writing: Preparing for Our Celebration Game Vocabulary Relay Materials: MM32 “Vocabulary Relay”; chart paper; celebration-planning chart; photos of grand opening banners	Discussion/Shared Writing: Grocery Store Grand Opening Game: Glowing Candles Materials: MM77 “Glowing Candles”; trail mix; bags; sample cups	NONE	NONE
Read-Aloud	<i>Who Works at a Grocery Store?</i>	Selection from the “Children’s Books” list focusing on why grocery stores are important to the community	Selection from the “Children’s Books” list focusing on feelings, emotions, and classroom community	NONE	NONE
Small group/intentional teaching cards	Mathematics: Hidden in the Open ITC:M30 “Hidden in the Open” Language and Literacy: Ask me a Question ITC:LL80 “Ask me a Question”	Mathematics: Path Positions ITC:M43 “Path Positions” Language and Literacy: Multiple Meanings ITC:LL57 “Multiple Meanings”	Language and Literacy: See and Sketch ITC:LL81 “See and Sketch” Mathematics: Barnyard Shapes ITC:M08 “Barnyard Shapes”	NONE	NONE

Mighty Minutes	MM66: Cockroach Dancing	MM75: Seesaw Silliness	MM19: The Drill Sergeant		
Outdoor Experiences: None					
Physical Fun: None					
Family Partnerships: Invite families to the end-of-study celebration. Encourage families to share experiences they had completing Investigation 5 activities in the “Bringing the Study Home” handout. Remind them to begin activities for Celebrating Learning					
Wow Experiences: Day 3: Grocery Store Celebration					

*Preparing for the week:

-Collect charts, photos, videos, and artifacts that were created through the study.

UNIT 4: SPORTS STUDY

TS Gold: Objectives to be Assessed	Modifications for Special Education	Modifications for English Language Learners	Modifications for students at risk of school failure	Modifications for gifted students
<ul style="list-style-type: none"> Mathematics Social-Emotional Literacy 	<ul style="list-style-type: none"> repetition of oral language non-linguistic representations will be provided when possible content will be chunked teacher assistance will be available during centers time multi-sensory teaching approaches will be incorporated into instruction/centers 5-5-5 (daily 1-1 targeted instruction) Show additional number of samples/examples of desired outcome Provide additional opportunities to practice allow for student choice use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction 	<ul style="list-style-type: none"> Model Thinking Aloud Encourage Partner Talk Repeat and Clarify Provide a Sequence Encourage self-selection of topics Target vocabulary Scaffold comprehension when reading is used to promote reader response Scaffold content-literacy reading Allow products to demonstrate student's learning Provide on-going feedback Use non-linguistic representations Read multiple read-alouds to students a day allow for student choice use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction 	<ul style="list-style-type: none"> Utilize Extended Day Tutoring Program Build a relationship Allow extra time for assignment completion Employ strategies from Classroom Instruction that Works Allow for student choice Build lessons around student interests Allow student to feel ownership of their classroom/learning give student a special job or responsibility in the classroom small group or 1-1 instruction 	<ul style="list-style-type: none"> Use flexible grouping Give independent projects Differentiate assignments Offer student choice Provide opportunities to research (Individual/Group) Focus on Webb's Depth of Knowledge - Emphasis on Level 4 use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction

Sports Study

Week 1: At A Glance: Exploring the Topic

Board Approved: September 28, 2022

Focus Question(s):

What do we know about sports?

What do we want to find out?

NJSLS Kindergarten Mathematics:**K.CC.A - Know number names and the count sequence.****K.CC.B - Count to tell the number of objects.****K.CC.C - Compare numbers.****K.NBT.A - Work with numbers 11–19 to gain foundations for place value.****K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.****Creative Curriculum Objectives:13, 16, 9, 15d, 16a, 20a, 20b, 20d, 21b**

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Discovery: assortment of sports balls Library: 3 step instruction card 02: “Start your journal”: 3 step instruction card 19, “Write in your journal; sets of letter cards; word bank; 3 step instruction card 13 “Spell a Word”	Discovery: assortment of sports balls; measuring tools Library: 3 Step Instruction Card 02: “Start your Journal” ; 3 Step Instruction Card “Write in your journal”; writing utensils	Library: nonfiction books about sports; chart paper; writing utensil Arts: ball collection; 3 step instruction card 20: “Make an observational drawing”: journals, trays, shaving cream or foam paint, laminated vocabulary words, students’ name cards	Arts: photos of different sports fields; t-squares and compasses; journals; writing utensils Library: books and internet sites featuring a variety of sports venues; computer or tablet Math and Games: geoboards, rubber bands, shape cards	Library: ‘What We Want to Know About Sports’ chart; books about sports; journals Arts: nonfiction books about sports; 3 step instruction card 19, “Write in Your Journal”; journals Math and Games: puzzles
Question of the Day	What is your favorite type of ball?	Where have you seen a sport played?	What is your favorite sport?	What will we see on our walk today?	What do you want to know about sports?
Large Group	Discussion and Shared Writing: What We Know About Sports Game: Syllable Steps	Discussion and Shared Writing: Places We Have Seen Sports Played Song: Say Hello	Discussion and Shared Writing: Graphing Sports Game: Number Order	Discussion and Shared Writing: Taking a walk to look at sports fields Game: Opposite Verbs	Discussion and Shared Writing: What we want to know about sports Song: “Wind It Up”

	Materials: Mighty Minutes 74, Syllable Steps- chart paper; writing utensil	Materials: Mighty Minutes 68, “Say Hello!”; chart paper; writing utensil	Materials: Mighty Minutes 80 “Number Order”; chart paper; writing utensil; numeral cards	Materials: Mighty Minutes 23; “Opposite Verbs” chart paper; writing utensil;	Materials: Mighty Minutes 70 “Wind It Up”; “What we want to know about sports” chart; writing utensil
Read-Aloud	<i>Selection from the “Children’s Books” list that features balls used in sports</i>	<i>Happy Like Soccer Book Discussion Card 07</i>	<i>Selection from the “Children’s Books” List that features playing sports</i>	<i>Selection from the “Children’s Books” List that features playing sports</i>	<i>Happy Like Soccer Book Discussion Card 07 (second read aloud)</i>
Small group/intentional teaching cards	<p>Mathematics: Catch and Count Intentional Teaching Card M10, “Catch and Count”; Child Sized fishing poles; string; magnet; set of fish cards; paper clips</p> <p>Language and Literacy: Hoop Group Intentional Teaching Card LL37, “Hoop Group”: index card with words; plastic hoop; large die; baskets or trays</p>	<p>Language and Literacy: Balls in Action: Intentional Teaching Card LL12 “Balls in Action”; soccerball; paper; marker; tape</p> <p>Mathematics: Card Count Intentional Teaching Card M41. “Card Count” set of cards with a numeral and its number word printed on one side of a card; manipulatives</p>	<p>Mathematics: Straw Parts: Intentional Teaching Card M15, “Straw Parts”: different colored straws; scissors; index cards</p> <p>Language and Literacy: See and Sketch Intentional Teaching Card LL81, “See and Sketch”; small clipboards with white paper; black pens</p>	<p>Language and Literacy: Beginnings and Endings: Intentional Teaching Card LL30 “Beginnings and Endings”</p> <p>Mathematics: Bowls of Balls: Intentional Teaching Card M03</p>	<p>Language and Literacy: Letter Walk: Intentional Teaching Card LL50; “Letter Walk</p> <p>Mathematics: Puzzling Tangrams: ITC M26</p>
Mighty Minutes	MM 53 “Catch a Question”	MM 55 “Sticky Names”	MM75 “Seesaw Silliness”	MM 26 “Manual Measures”	MM58 “Once Upon a Sequence”
Outdoor Experiences: Students explore an assortment of balls. Explore moving the balls in different ways.					
Physical Fun: Review ITC p08 “Kick the Ball”					
Family Partnerships:					

Board Approved: September 28, 2022

Introduce the study to families by sending home the “Letter to Families”
 Ask for sports related materials to be sent in
 Encourage students and family members to bring in books about sports and an assortment of sports balls, uniforms, safety equipment, and playing equipment

Wow Experiences:

Day 4: A walk outside the school building to explore the different sports fields.

Sports Study

Week 2: At a Glance: Investigation 1

Focus Question(s):

Where are sports played?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 21a, 20b, 23, 21a, 20d, 16a, 17b, 8a, 18e, 15a

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	<p>Library: List of sports from large group; books that feature sports; journals</p> <p>Arts: Nonfiction books from large group that feature sports; 3 step instruction card 06: “Sort the items”; tangram shapes; sorting trays and containers</p>	<p>Outdoors: sports balls and equipment to play a sport</p> <p>Math and Games: 3 step instruction card 16: “Match a Letter”; upper and lowercase letter cards</p>	<p>Discovery: plastic bowling balls; 10 plastic bottles with caps; sand; masking tape</p> <p>Construction and Makerspace: photos of sports fields, courts, rinks and gymnasiums; 3 Step- Instruction Card 09; “Draw a Picture”; marker or crayons; camera</p>	<p>Arts: photos of sports venues</p> <p>Discovery: bowling materials</p> <p>Library: 3 step instruction card 10: “Scavenger Hunt”; scavenger hunt papers; writing utensils</p>	<p>Library: books; computers; world map; writing utensil</p> <p>Discovery: bowling alley materials from day 3&4 and new materials</p> <p>Math and Games: 3 step instruction card 15 “Create a Pattern”</p>

Question of the Day	What sports have you played?	What do you like to do outside?	What is this for? Display a hockey puck	What sports are played here? Display photo of gymnasium	What is this used for? (Display a photo of a curling broom)
Large Group	Discussion and Shared Writing: Types of Sports Game: Sound sack Materials: MM65 “Sound Sack”	Discussion and Shared Writing: visitor to discuss outdoor sports Game: Sensory box Materials: MM 81 “Sensory Box”	Discussion and Shared Writing: Sports that are played inside Game: Wolf Pack Materials: MM16 “Wolf Pack”	Discussion and Shared Writing: Sports that are played inside and outside Game: Pause, Rewind! Materials: MM04 “Pause, Rewind!”	Discussion and Shared Writing: Where Sports Are Played Around the World Game: Space Launch Materials: MM11 “Space Launch”
Read-Aloud	<i>Nonfiction book from the “Children’s Book” List featuring different types of sports</i>	<i>Highlights High Five Bilingual: Come Play! BCC 11</i>	<i>Happy Like Soccer BDC 07</i>	<i>Selection from “Children’s Books” List that features feelings, family, and friendship</i>	<i>What’s your sport?</i>
Small group/intentional teaching cards	Language and Literacy: Type and Seek ITC LL44 Mathematics: Looking High and Low: ITC M35	Language and Literacy: My Special Words: ITC LL69 Mathematics: Body Math: ITC M 07	Mathematics: Patterns on the Move: ITC M53 Language and Literacy: Questioning 101: ITC LL55	Mathematics: Path Positions: ITC M43 Language and Literacy: What did you read? ITC LL59	Language and Literacy: Jumping Rhymes: ITC LL63 Mathematics: Rinky Dinky Numbers: ITC M49
Mighty Minutes	MM 77 Glowing Candles	MM 01 Speed Rhyme Shout	MM19 The Drill Sergeant	MM12 Fill in the Rhyme	MM88 Opposite Rhymes
Outdoor Experiences: Provide equipment needed to play an outdoor sport. Explain rules and give students time to learn how to play.					
Physical Fun: review ITC P20- Ready Aim Throw!					
Family Partnerships: Invite families to accompany class to play an outdoor sport with the visitor.					

Board Approved: September 28, 2022

Encourage families to fill out “Exploring the Topic” activities found on the “Bringing the Study Home” handout Invite family member in who plays an outdoor sport
Wow Experiences: Day 2- Classroom visitor who plays an outdoor sport

Sports Study
Week 3: At A Glance: Investigation 2

Focus Question(s):

What are the rules of sports?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives:10b, 15d, 9a, 18a, 15a, 21b, 22a

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Discovery: materials used to create a game; balls; masking tape; containers; beanbags; journals; writing utensils Library: books that feature sports; 3 step instructional card 19 “Write In Your Journal”; journals; writing utensils Arts:	Math and Games: game where you keep score; paper; writing utensil; straws; tape; glue; 3 step instructional card 17 “Make Shapes” Arts: bean bag; bucket; paper; writing utensil	Outdoors: outdoor sports equipment Discovery: variety of bottles and containers of different sizes with lids; 3 step instruction card 04 “Line up Smallest to Biggest”	Outdoors: individual sports equipment; cameras Math and Games: collection of year round objects; string or yarn	Outdoors/Indoors: sports equipment; rules list for class sport created during large group; journals; writing utensils; camera Math and Games: jars; 10-20 small objects; number cards that depict numerals 10-20; 3 step instructional card 14 “Count How Many”

	notepad; order pads; sticky notes; writing utensils				
Question of the Day	What is a rule that keeps you safe at school?	How do you feel when you lose a game?	What sport is the team playing? Display a photo of a team playing a sport	What sport is this person playing? Display a picture of a person playing an individual sport	How many people can play our class sport?
Large Group	Discussion and Shared Writing: Why do sports have rules? Song: Kindergarten Greetings Materials: MM61, Kindergarten Greetings	Discussion and Shared Writing: Scorekeeping Game: Follow that Sign! Materials: MM44	Discussion and Shared Writing: Team Sports Chant: Guacamole Materials: MM 14	Discussion and Shared Writing: Visitor Who Plays an Individual Sport Movement: Silly Steps Materials: MM35	Discussion and Shared Writing: Rules for Our Class Sport Movement: CockRoach Dancing Materials: MM 66
Read-Aloud	<i>Highlights High Five Bilingue: Come Play!</i> <i>BCC- 11</i>	<i>Nonfiction selection from the “Children’s Books” List that features sports</i>	<i>Selection from the “Children’s Books” List that features team sports</i>	<i>Selection from the “Children’s Books” list that features movement and exercise</i>	<i>Selection from the “Children’s Books” list that features people playing sports</i>
Small group/intentional teaching cards	Mathematics: Shapes and Shadows ITC M28 Language and Literacy: Getting to Know You ITC LL75	Language and Literacy: The Sound of a Vowel: ITC LL 85 Mathematics: Hidden Shapes: ITC M13	Language and Literacy: Dictionary Detectives ITC LL33 Mathematics: Shape Escape ITC M 24	Language and Literacy: Similarities and Differences: ITC LL47 Mathematics: Blown Away ITC M 18	Language and Literacy: Swat the Rhyme ITC LL66 Mathematics: Yarn All Around ITC M38
Mighty Minutes	MM71	MM49	MM31	MM21	MM43
Outdoor Experiences:					

Explore using and wearing different types of sports equipment while outside on the playground Encourage students to remember their classroom sport rules to practice how to play
Physical Fun: Review ITC P 03
Family Partnerships: Invite families to continue bringing in items that are related to sports Encourage families to share their experiences completing the investigation 1 activities on the “Bringing the Study Home” Handout. Remind them to review and begin activities for Investigation 2 Invite a family or school member who is a cyclist, runner, or swimmer to visit the class
Wow Experiences: Day 4: Classroom visitor who plays an individual sport

Sports Study

Week 4: At a Glance: Investigation 3

Focus Question(s):

What special clothing or equipment do people use to play sports?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 22a, 20c, 21b, 20e, 15b, 10a, 16b, 16a, 15a

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Arts: sports safety equipment; camera Library: pictures of sports players from large group- 3 step instruction card 19 Math and Games:	Discovery: Sheets of paper; electric fan Construction and Maker Space: surfaces with different features and textures; objects to roll/slide Math and Games:	Outdoors: variety of sports equipment; camera; journals Library: stencils; stamps; writing utensils; paper	Arts: photos of sports teams from large group; art materials Library: books featuring sports clothing, gear, and equipment- 3 step instructional card 19; journal	Outdoors: Sporting equipment Library: examples of environmental print

	tangram shapes and puzzles	variety of blocks; camera; 3 step instructional card 13 “Spell a Word”		Math and Games: games using dice or number cards: 3 step instruction card 05 “Play a Game”	
Question of the Day	How does this keep you safe? (display picture of helmet)	What helps you run fast?	What is this used for? Display racket	What should our team colors be?	What should we name our class sport?
Large Group	Discussion and Shared Writing: Equipment that keeps us safe while we play sports Game: Kooky Questionnaire Materials: MM 54	Discussion and Shared Writing: Equipment that helps you play sports Game: Score Report Materials: MM 76	Discussion and Shared Writing: Hit, Throw, Catch Game: Circle Math Materials: MM91	Discussion and Shared Writing: Team Uniforms Game: Two Sentence Stories Materials: MM 10	Discussion and Shared Writing: Planning Our CClass Sport Game: Vocabulary Q and A Materials: MM48
Read-Aloud	<i>Marisol McDonald and the Clash Bash</i> BDC 08	<i>Selection from the “Children’s Books” list that features movement and exercise</i>	<i>Highlights High Five Bilingue Here we go!</i> BCC 12	<i>Selection from the “Children’s Books” list that features the human body</i>	<i>Marisol McDonald and the Clash Bash</i> BDC 08
Small group/intentional teaching cards	Language and Literacy: Galloping Gus ITC LL23 Mathematics: Measure Up ITC M22	Language and Literacy: Attentive Audience ITC LL39 Mathematics: Crafty Numbers ITC M40	Mathematics: Cardboard Castles ITC M19 Language and Literacy: Letter Treasures ITC LL46	Language and Literacy: Let’s Be Jumping Beans! ITC LL51 Mathematics: Write a Math Story ITC M36	Mathematics: ITC M01 Life Size Number Line Language and Literacy: ITC LL61 Pass the Rhyme!
Mighty Minutes	MM52	MM69	MM87	MM40	MM99
Outdoor Experiences:					

Board Approved: September 28, 2022

Invite students to explore and use different types of sports equipment outdoors such as balls, gloves, rackets, and bats.
Physical Fun: Review ITC P07 “Scoop the BeanBag”
Family Partnerships: Invite families to bring in any sporting equipment Encourage families to share their experiences completeing the Investigation 2 activities described on the “Bringing the Study Home” handout
Wow Experiences: Day 2: Classroom visit from someone who plays sports

Sports Study

Week 5: At A Glance: Investigation 4

Focus Question(s):

Who helps us learn how to play sports?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives:10a, 15c, 8b, 15b, 20d, 21a, 22a, 20c

	Day 1	Day 2	Day 3	Day 4	only a 4 day investigation
Learning Stations	Arts: photos from large group journals Math and Games: floor plans of the classroom; “treasure” items”, paper, writing utensils	Outdoors: Sports equipment Math and Games: rhyming word and photo cards	Arts: journals; pictures and videos from the field trip; trays; shaving cream; laminated vocabulary words; students’ name cards Discovery: materials the students can use to create a game	Math and Games: videos of people stacking cups; plastic cups Arts: photos related to sports; drawing materials; 3 step instructional card 20; “Make an Observational Drawing”	

Board Approved: September 28, 2022

				Construction and MakerSpace: geometric solids; blocks; camera	
Question of the Day	What does this do? (display a whistle)	What do you want to ask our visitor?	What will we see on our field trip?	What games or sports do you play at home?	
Large Group	Discussion and Shared Writing: Sports Collection Game: House Helpers Materials: MM 51	Discussion and Shared Writing: Visit from the PE teacher Game: The Giant's Breakfast Materials: MM38	Discussion and Shared Writing: Field Trip to a Recreation Center Game: Remember the Steps Materials: MM 57	Discussion and Shared Writing: Sports Practice Game: Outer Space Explanations Materials: MM 02	
Read-Aloud	<i>Non fiction biography from the "Children's Book" List</i>	<i>Marisol McDonald and the Clash Bash</i> <i>BDC 08</i>	<i>Highlights High Five Bilingue": Here we go!</i> <i>BCC 12</i>	<i>Selection from the "Children's Books" list that features the human body</i>	
Small group/intentional teaching cards	Language and Literacy: Conversation Starters ITC LL84 Mathematics: Paper-Clip Tens ITC M52	Language and Literacy: Word Play ITC LL77 Mathematics: Explorers Through and Through ITC M 16	Language and Literacy: Daily Directions ITC LL34 Mathematics: A Basket of Ribbons ITC M23	Language and Literacy: Beginning- Sound Box ITC LL29 Mathematics: Counting Hoops ITC M34	
Mighty Minutes	MM83	MM67	MM64	MM87	
Outdoor Experiences: Have student act out as coaches and teach each other sports or new games					

Board Approved: September 28, 2022

Remind students to practice new skills they would like to learn
Physical Fun: Review ITC P10
Family Partnerships: Invite families to accompany the class on the field trip to a recreation center on day 3 Encourage families to complete investigation 3 activities from the “Bringing the Study Home” handout
Wow Experiences: Day 2: classroom visit from a PE teacher Day 3: field trip to a recreation center

Sports Study
Week 6: At A Glance: Investigation 5

Focus Question(s):

What technology is used in sports?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 20f, 22a, 20c, 15b, 15c, 16a

	Day 1	Day 2	Day 3	only a 3 day investigation	only a 3 day investigation
Learning Stations	Outdoors: stopwatches Math and Games: initial sound letter cups; picture cards	Discovery: heart rate monitor or stethoscope; chart paper; marker Arts: a variety of music; music playing device Math and Games: pattern cards; beads; string; 3 step	Outdoors: sporting equipment; pedometers Discovery: phonics card; baskets		

		instructional card 15; “Create a Pattern”			
Question of the Day	What is this used for? Display a stopwatch	How can we keep our bodies healthy?	When you get to school, where is the first place you go in the classroom?		
Large Group	Discussion and Shared Writing: Keeping Time In Sports Game: Vocabulary Relay Materials: MM 32	Discussion and Shared Writing: How Playing Sports Keeps Us Healthy Game: Antlers All Around Materials: MM 17	Discussion and Shared Writing: Sports Steps Game: Big Steps, Little Steps Materials: MM 31		
Read-Aloud	<i>The Rainforest Party</i> <i>BDC 09 first read aloud</i>	<i>What's Your Sport?</i>	<i>The Rain Forest Party</i> <i>BDC 09 second read aloud</i>		
Small group/intentional teaching cards	Language and Literacy: Whirly Words ITC LL54 Mathematics: Hopscotch Math ITC M50	Language and Literacy: Roller Coaster Sounds ITC LL03 Mathematics: Tile Tangrams ITC M04	Language and Literacy: B is for Bumpy ITC LL 38 Mathematics: Numeral Card Counting ITC M25		
Mighty Minutes	MM28	MM25	MM76		
Outdoor Experiences: Invite students to explore using stopwatches as they play outside Encourage students to notice their heart rate as they participate in different activities outdoors					

Board Approved: September 28, 2022

Provide pedometers for the students to use during outdoor activities
Physical Fun: Review ITC P 17 “Stop and Go”
Family Partnerships: Encourage families to share their experiences completing Investigation 4 activities from the “Bringing the Study Home” Handout
Wow Experiences: Collect 5-10 plastic cups and write a letter on each cup. Choose letters that are common initial letter sounds.

Sports Study

Week 7: At A Glance: Celebrating Learning

Focus Question(s):

None

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 9a, 16b, 17a, 20c, 20e, 22a

	Day 1	Day 2	Day 3	only a 3 day investigation	only a 3 day investigation
Learning Stations	All Stations: shirts; materials to make jerseys; journals Math and Games: variety of colored blocks; 3 step instruction card 01 “Take a Picture” ; 3 Step instruction card “Create a Pattern”	All Stations: celebration materials Math and Games: number cards 1-20; variety of counters	All Stations: classroom displays; journals; charts; pictures; artifacts from study Outdoors: equipment for the class sport: students’ jerseys; camera Math and Games: scavenger hunt papers; writing materials; 3 step		

			instruction card 10 “Scavenger Hunt”		
Question of the Day	What are you most excited to share with our guests?	How do you feel when you win a game?	What did you enjoy most during our study?		
Large Group	Discussion and Shared Writing: Planning for the celebration Song: Hands all Around Materials: MM 93	Discussion and Shared Writing: Sportsmanship Game: Pencil Pantomime Materials: MM 29	Discussion and Shared Writing: Celebration of Sports Song: Spanish Numbers Materials: MM 06		
Read-Aloud	<i>Selection from the “Children’s Books” List that features movement and exercise</i>	<i>The Rainforest Party BDC 09 (3rd read aloud)</i>	<i>Selection from the “Children’s Books” List that features families, feelings, and friendship</i>		
Small group/intentional teaching cards	Language and Literacy: ITC LL 57 “Multiple Meanings” Mathematics: ITC M 27 “Egg Carton Ten Frame”	Language and Literacy: ITC LL 18 “What sound does it make?” Mathematics: ITC M06 “Math Mat Array”	Language and Literacy: ITC LL32 “Narrative or Not” Mathematics: ITC M31 “Mixed Up Lids”		
Mighty Minutes	MM30	MM08	MM95		
Outdoor Experiences: Invite students to play their class sport					
Physical Fun: Review ITC P13					
Family Partnerships: Invite families to join the class in a celebration of sports on Day 3 Encourage family to complete Investigation 5 activities from the “Bringing the Study Home” handout					

Board Approved: September 28, 2022

Wow Experiences:

Day 3: class celebration of sports

UNIT 5: PERCUSSION INSTRUMENTS STUDY

TS Gold: Objectives to be Assessed	Modifications for Special Education	Modifications for English Language Learners	Modifications for students at risk of school failure	Modifications for gifted students
<ul style="list-style-type: none"> Mathematics Social-Emotional Literacy 	<ul style="list-style-type: none"> repetition of oral language non-linguistic representations will be provided when possible content will be chunked teacher assistance will be available during centers time multi-sensory teaching approaches will be incorporated into instruction/centers 5-5-5 (daily 1-1 targeted instruction) Show additional number of samples/examples of desired outcome Provide additional opportunities to practice allow for student choice use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction 	<ul style="list-style-type: none"> Model Thinking Aloud Encourage Partner Talk Repeat and Clarify Provide a Sequence Encourage self-selection of topics Target vocabulary Scaffold comprehension when reading is used to promote reader response Scaffold content-literacy reading Allow products to demonstrate student's learning Provide on-going feedback Use non-linguistic representations Read multiple read-alouds to students a day allow for student choice use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction 	<ul style="list-style-type: none"> Utilize Extended Day Tutoring Program Build a relationship Allow extra time for assignment completion Employ strategies from Classroom Instruction that Works Allow for student choice Build lessons around student interests Allow student to feel ownership of their classroom/learning give student a special job or responsibility in the classroom small group or 1-1 instruction 	<ul style="list-style-type: none"> Use flexible grouping Give independent projects Differentiate assignments Offer student choice Provide opportunities to research (Individual/Group) Focus on Webb's Depth of Knowledge - Emphasis on Level 4 use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction

Percussion Instruments Study**Week 1: At A Glance: Exploring the Topic****Focus Question(s):**

What do we know about percussion instruments?

What do we want to find out?

NJSLS Kindergarten Mathematics:**K.CC.A - Know number names and the count sequence.****K.CC.B - Count to tell the number of objects.****K.CC.C - Compare numbers.**

Board Approved: September 28, 2022

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 20, 22, 16, 18, 8, 15,19

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	<p>Arts: variety of songs that feature percussion instruments; list from large group</p> <p>Library: books that feature music and instruments; picture cards with words</p>	<p>Arts: Collection of classroom instruments; music; music playing device; audio recorder; trays; shaving cream; laminated vocabulary cards; student name cards</p> <p>Library: 3 step instruction card 02; Start your journal; journals; pencils</p>	<p>Library: books that feature different percussion instruments; computer or tablet: “What We Know About Percussion Instruments” chart; writing utensils; high frequency word cards; die; paper</p> <p>Arts: collection of classroom instruments; 3-step instruction card 19; write in your journal; journals; writing utensils</p>	<p>Arts: collection of percussion instruments; audio recorder</p> <p>Library: collection of photos and books about percussion instruments; 3 step instruction card 19- Write in your journal; journal; writing utensils</p> <p>Math and Games: collection of materials; 3 step instruction card 03 “Line up Biggest to Smallest”</p>	<p>Library: “What We Want to Find Out About Percussion Instruments” chart; books that feature percussion instruments; compouter or tablet; journals; writing utensils</p> <p>Arts: collection oof percussion instruments</p> <p>Math and Games: jars or containers; small objects; numeral cards</p>
Question of the Day	What is your favorite song to sing at school?	What is this called? Display a picture of a drum	What is this instrument called? Display a picture of a percussion instrument	What is your favorite percussion instrument?	What do you want to know about percussion instruments?
Large Group	<p>Discussion and Shared Writing: The Sounds we Hear in Music</p> <p>Song: “Say Hello!”</p>	<p>Discussion and Shared Writing: Exploring Classroom Instruments</p> <p>Movement: Syllable Steps</p>	<p>Discussion and Shared Writing: Percussion VS Non Percussion Instruments</p> <p>Game:</p>	<p>Discussion and Shared Writing: Which instrument do you hear?</p> <p>Game: Pause and Rewind!</p>	<p>Discussion and Shared Writing: What Do You Want to Find Out About Percussion Instruments?</p>

	Materials: MM 68 “Say Hello!”; favorite songs picked by students; music playing device; chart paper; writing utensil	Materials: MM 74 “Syllable Steps”	Musical Turns Materials: MM 03 “Musical Turns”	Materials: MM04 “Pause, Rewind!”	Song: Wind It Up Materials: MM 70 “Wind It Up”
Read-Aloud	<i>Selection from the “Children’s Books” list that depicts people enjoying music</i>	<i>Finding the Music BDC 13 (first read aloud)</i>	<i>Selection from the “Children’s Books” list that depicts a variety of percussion instruments</i>	<i>Selection from the “Children’s Books” List that features musical groups playing together</i>	<i>Finding the Music BDC 12 (second read aloud)</i>
Small group/intentional teaching cards	Mathematics: Catch and Count ITC M10 Language and Literacy: Balls in Action ITC LL12	Mathematics: Scavenger Hunt Count ITC M32 Language and Literacy: Ask and Answer: Storybook Tales ITC LL36	Mathematics: Body Math ITC M 07 Language and Literacy: Wonderful Word Webs ITC LL24	Mathematics: Dish it Out ITC M20 Language and Literacy: Where’s the Rhyme? ITC LL27	Mathematics: Blown Away ITC M 18 Language and Literacy: My Favorite Part of the Story ITC LL73
Mighty Minutes	MM25	MM50	MM47	MM26	MM38
Outdoor Experiences: Provide instruments for students to play inside and outside. Invite students to dance along.					
Physical Fun: Review ITC P12 “Ribbon Dancing”					
Family Partnerships: Send home “Letter to Families” Ask them to send in items related to percussion instruments and items that students could use to make their own percussion instrument Introduce the “Bringing the Study Home” Handout to families					

Percussion Instruments Study

Board Approved: September 28, 2022

Week 2: At A Glance: Investigation 1

Focus Question(s):

What percussion instruments are made of wood?
How can we make and play them?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 9, 17, 18, 16, 20, 23, 21

	Day 1	Day 2	Day 3	Day 4	only a 4 day investigation
Learning Stations	<p>Library: books that feature wooden percussion instruments; computer or tablet; chart paper; writing utensils</p> <p>Arts: instruments from large group; 3 step instructional card 20 “Make an Observational Drawing” journals; playdough; pizza cutters; numeral cards; rolling pins</p>	<p>Construction and Makerspace: instruments and photos used during large group; paper towel tubes; basic building materials</p> <p>Library: question list generated during large group; books that feature percussion instruments; computer or tablet; picture cards; magnetic or foam letters</p>	<p>Construction and Makerspace: list of materials created during large group; collection of wooden percussion instruments; milk cartons with smooth edges; mason jars; metal and plastic utensils</p> <p>Discovery: egg shakers; materials to fill shakers</p> <p>Arts: CAPITAL LETTERS and lowercase letters T-Chart; letters cut out from magazines; glue and tape</p>	<p>Arts: instruments from large group; music; music playing device</p> <p>Library: 3 Step Instruction Card 13 “Spell a Word”; alphabet rubber stamps; magnetic letters; word bank of familiar words</p>	

Question of the Day	What can you make with this? Display a piece of wood from the construction and makerspace station.	What could you make with this? Display a paper towel tube.	What is this made of? Display an instrument from Day 2's large group.	What can you do with this? Display a drumstick.	
Large Group	Discussion and Shared Writing: Wooden Percussion Instruments Game: Sound Sack Materials: MM 65 "Sound Sack"	Discussion and Shared Writing: How Wooden Percussion Instruments Are Made Rhyme: Windfall Materials: MM 09 "Windfall"	Discussion and Shared Writing: Why Are Instruments Made from Wood? Movement: SeeSaw Silliness Materials: MM 75 "SeeSaw Silliness"	Discussion and Shared Writing: Scrape, Shake, and Strike Game: Rhythm Rascals Materials: MM 59- "Rhythm Rascals"	
Read-Aloud	<i>Non fiction book from the "Children's Books" List that features wooden percussion instruments</i>	<i>Highlights High Five Bilingue / You Come Too!</i> <i>BCC 09</i>	<i>Finding the Music</i> <i>BDC 13 (third read aloud)</i>	<i>Selection from the "Children's Books" List that features people playing music together</i>	
Small group/intentional teaching cards	Language and Literacy: Ask me a question- ITC LL80 Mathematics: Straw Parts- ITC M15	Mathematics: Dinner Party - ITC M61 Language and Literacy: Find It In Non-Fiction- ITC LL04	Mathematics: What Comes Next?- ITC M 17 Language and Literacy: Story Retelling- ITC LL62	Mathematics: Classroom Treasure- ITC M 21 Language and Literacy: Alphabet Sounds ITC LL70	
Mighty Minutes	MM 95	MM 30	MM 81	MM60	
Outdoor Experiences: Provide wooden blocks and mallets outdoors for students to explore playing with and encourage them to listen to the different sounds they can make. Invite students to look at and examine the trees outside and discuss how trees can be made into wooden percussion instruments.					

Physical Fun: Review ITC P11 “My Own Dance”
Family Partnerships: Invite families to bring in spoons and other metal materials for students to create a metal percussion instrument for next week. Encourage families to share experiences they had completing the Exploring the Topic activities found in the “Bring The Study Home” handout

Percussion Instruments Study
Week 3: At A Glance: Investigation 2

Focus Question(s):

What percussion instruments are made of metal?

How can we make and play them?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 20, 21, 15, 18

	Day 1	Day 2	Day 3	Day 4	only a 4 day investigation
Learning Stations	Library: books that feature different percussion instruments; computer/tablet; journals Discovery: collection of metal objects; percussion instruments; magnets Math and Games: 3 step instruction card 15 “Create a Pattern”; counters or unit blocks	Arts: Metal spoons; video clip of someone playing the spoons Construction and Maker Space: Everyday objects (cans, spoons...) Library: collection of rhyming words and picture cards	Arts: collection of classroom instruments Construction and MakerSpace: metal materials for students to create instruments Math and Games: 3 step instruction card 08 “Measure with a ruler”; classroom objects	Discovery: collection of metal percussion instruments; felt; mallets; strings; fabric scraps Construction and MakerSpace: materials added to station on Day 2 Library: classroom materials that begin with different sounds	

Question of the Day	What can stick to this magnet?	How can you make music with this? (display metal spoons)	What would you like to ask the music teacher?	How is this used? (display a triangle)	
Large Group	Discussion and Shared Writing: Metal Percussion Instruments Rhyme: Windfall Materials: MM09 “Windfall”	Discussion and Shared Writing: Instruments Made From Everyday Objects Movement: Animal Yoga Materials: MM39 “Animal Yoga”; MM 03 “Musical Turns”	Discussion and Shared Writing: Visit from a Music Teacher Song: “Hands All Around” Materials: MM93 “Hands All Around”	Discussion and Shared Writing: Changing the Sound of Metal Percussion Instruments Rhyme: Speed Rhyme Shout Materials: MM 01 “Speed Rhyme Shout”	
Read-Aloud	<i>Can You Feel the Rhythm?</i>	<i>Max Found Two Sticks</i>	<i>Drum, Chavi, Drum!</i> <i>BDC 14 (first read aloud)</i>	<i>Highlights High Five Bilingue/ You Come Too!</i> <i>BCC 09</i>	
Small group/intentional teaching cards	Language and Literacy: Beginning-Sound Box ITC LL29 Mathematics: Math Artists ITC M29	Mathematics: Barnyard Shapes ITC M 08 Language and Literacy: The Top Three ITC LL42	Language and Literacy: Whirly Words ITC LL54 Mathematics: Hopscotch Math ITC M50	Mathematics: Shape Escape ITC M24 Language and Literacy: What Sound Does It Make? ITC LL18	
Mighty Minutes	MM88	MM12	MM73	MM29	
Outdoor Experiences: Invite students to find metal objects outdoors that they could use as a percussion instrument.					
Physical Fun: Review ITC P06					

Board Approved: September 28, 2022

Family Partnerships:

Invite families to bring in sample pieces of fabric for students to make drums and drum heads.

Encourage families to share experiences they had completing Investigation 1 activities in “Bring The Study Home” Handout.

Invite family members who have experience playing a drum to visit the class.

Wow Experiences:

Day 3: Classroom visitor who is a music teacher

Percussion Instruments Study**Week 4: At A Glance: Investigation 3****Focus Question(s):**

What percussion instruments are in the membrane family?

How can we make and play them?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives:10, 15, 17, 9, 21, 22, 20, 21

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Library: books that feature membrane percussion instruments; computer/tablet; journals Arts: membrane percussion instruments from large group; 3 step instruction card 20 “Make an Observational Drawing”; journals; 3 step instruction card 10 “Scavenger Hunt”	Construction and MakerSpace: materials to make drums and drum heads; video from large group Library: books depicting drums or making drums; journals Math and Games: counters; 3 step instruction card 14 “Count How Many!”	Construction and MakerSpace: materials to make drum frames Arts: journals; 3 step instruction card 19 “Write in your journal” Math and Games: large paper numbered from 1-20; writing utensil	Outdoors: collection of percussion instruments; student centered percussion instruments Math and Games: collection of materials; 3 step instruction card 04 “Line Up Smallest to Biggest”	Arts: percussion instruments; audio recorder Construction and MakerSpace: materials to make drums Library: 3 step instruction card 13 “Spell a Word”; collection of alphabet cards both upper and lower case, along

					with word cards or a word bank
Question of the Day	How do you like to research questions?	What can you make with this? Display empty coffee can	What can you use to make a drum frame?	What would you like to ask our visitor?	How do you play this drum? Display hand drum from your classroom collection
Large Group	Discussion and Shared Writing: Membrane percussion instruments Game: Big Steps, Little Steps Materials: MM 31	Discussion and Shared Writing: The Structure of Membrane Percussion Instruments Game: Cockroach Dancing Materials: MM66	Discussion and Shared Writing: Different Kinds of Drum Frames Game: Follow that Sign Materials: MM44	Discussion and Shared Writing: Visit from a drummer Game: House Helpers Materials: MM51	Discussion and Shared Writing: Rhythm Patterns Game: Remember the Steps Materials: MM57
Read-Aloud	<i>Selection from the "Children's Books" List that depicts people enjoying music</i>	<i>Nonfiction book from "Children's Books" List featuring percussion instruments</i>	<i>Drum, Chavi, Drum!</i> <i>BDC 14 (second read aloud)</i>	<i>Selection from the "Children's Books" list that features people playing instruments together</i>	<i>Highlights High Five Bilingual/ Let's Go!</i> <i>BCC 10</i>
Small group/intentional teaching cards	Language and Literacy: Conversation Starters ITC LL84 Mathematics: Hidden in the Open ITC M30	Language and Literacy: Pass the Rhyme ITC LL61 Mathematics: Mixed Up Lids ITC M31	Language and Literacy: My Special Words ITC LL69 Mathematics: Counting Hoops ITC M34	Language and Literacy: And Then We... ITC LL07 Mathematics: Crafty Numbers ITC M40	Language and Literacy: Dare to Describe ITC LL56 Mathematics: Explorers Through and Through ITC M16
Mighty Minutes	MM64	MM72	MM46	MM40	MM71
Outdoor Experiences:					

Board Approved: September 28, 2022

Provide each student with a drum and invite them to sit in a circle. Encourage students to take turns playing the drums and invite them to play together.
Physical Fun: Review ITC P13
Family Partnerships: Invite families to come in and listen to the class visitor.
Wow Experiences: Day 4: Classroom visitor who plays the drums

Percussion Instruments Study
Week 5: At A Glance: Investigation 4

Focus Question(s):

How do people play percussion instruments?
What sounds do percussion instruments make?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 22, 20, 21, 15, 9, 16, 10

	Day 1	Day 2	Day 3	Day 4	only a 4 day investigation
Learning Stations	Construction and MakerSpace: photos of percussion instrument dampers; materials to make dampers Art: collection of percussion instruments Math and Games: 3 step instruction card 15 “Create a Pattern”	Construction and MakerSpace: materials to make instrument dampers Art: collection of percussion instruments; music; music playing device Library: storybook with an audio recording; headphones	Construction and MakerSpace: Materials to make percussion instruments and dampers Art: music; music playing device; collection of percussion instruments; audio recording device; toothpicks;	Art: set of alphabet rubber stamps; magnetic letters; word bank of familiar words; 3 step instruction card 13 “Spell A Word” Outdoors: materials to use as nontraditional percussion instruments	

Board Approved: September 28, 2022

			modeling clay; 2 and 3d shapes; 3 step instruction card 01 “Take a Picture”		
Question of the Day	Which percussion instrument do you like to play?	How many times can you hop on one foot?	Who do you like to play music with?	How can you make sounds with your feet?	
Large Group	Discussion and Shared Writing: Changing the sound of Percussion Instruments Game: Sticky Names Materials: MM55	Discussion and Shared Writing: Keeping the Beat Movement: Guacamole Materials: MM 14	Discussion and Shared Writing: Playing the percussion instruments together Game: Cursor Clicks Materials: MM62; MM03	Discussion and Shared Writing: Your body as a percussion instrument Game: Spin Cycle Materials: MM21	
Read-Aloud	<i>Selection from the “Children’s Books” list that features drums</i>	<i>Drum, Chavi Drum!</i> <i>BDC 14 (3rd read aloud)</i>	<i>Selection from the “Children’s Books” list that features people playing music together</i>	<i>Olivia Forms a Band</i> <i>BDC 15 (first read aloud)</i>	
Small group/intentional teaching cards	Language and Literacy: Swat the Rhyme ITC LL66 Mathematics: A Basket of Ribbons ITC M23	Language and Literacy: See and Sketch ITC LL81 Mathematics: Card Count ITC M41	Language and Literacy: Look for Matching Letters ITC LL74 Mathematics: Interlocking Towers M48	Language and Literacy: Attentive Audience ITC LL39 Mathematics: Looking High and Low ITCM35	
Mighty Minutes	MM56	MM100	MM20	MM89	
Outdoor Experiences: Invite students to use their bodies as percussion instruments. Encourage students to make sounds using their feet and hands by stomping, jumping, tapping, clapping, etc.					

Board Approved: September 28, 2022

Physical Fun: Review ITC P03
Family Partnerships: Invite a family member who works or has a hobby repairing percussion instruments to visit the class.

Percussion Instrument Study
Week 6: At A Glance: Investigation 5

Focus Question(s):

Who plays and takes care of percussion instruments?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 9, 15, 18, 16, 22, 13, 20

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Library: computer; tablet; journal Construction and MakerSpace: materials to make percussion instruments Math and Games: 3 step instruction card 07	Performance Venue: collection of percussion instruments Math and Games: number cards that depict numerals 1-20; paper	Performance Venue: collection of percussion instruments Math and Games: a variety of games that feature different shapes; 3 step instruction card 05	Construction and MakerSpace: broken or damaged percussion instruments; materials to fix instruments; journals; writing utensils Library: 3 step instruction card 19; journal; writing utensils; books; puppets or felt board characters	Outdoors: collection of percussion instruments; photos of marching band formations Library: several illustrations from familiar stories
Question of the Day	What are these people doing? Display a photo of musicians in	What instrument would you like to play in our performance?	What did Olivia use to make instruments for her band? Display <i>Olivia</i>	How can you fix this? Display a damaged percussion instrument	What instruments do you see in this picture? Display a

Board Approved: September 28, 2022

	a drumline, orchestra, or marching band		<i>Forms a Marching Band</i>		picture of a marching band
Large Group	Discussion and Shared Writing: Percussion instrument performance Movement: Animal Yoga Materials: MM39 “Animal Yoga”	Discussion and Shared Writing: Planning our percussion performance Movement: Movement Patterns Materials: MM 86 “Movement Patterns”	Discussion and Shared Writing: Class Performance Rhyme: Wolfpack Materials: MM16 “Wolf Pack”	Discussion and Shared Writing: Repairing and Caring for Percussion Instruments Movement: Silly Steps Materials: MM 35 “Silly Steps”	Discussion and Shared Writing: Marching Band Song: Say Hello Materials: MM 68 “Say Hello!”
Read-Aloud	<i>Highlights High Five Bilingue: Let's Go!</i> <i>BCC 10</i>	<i>Selection from the “Children’s Books” list that features community</i>	<i>Olivia Forms A Band</i> <i>BDC 15 (2nd read aloud)</i>	<i>Can you Feel the Rhythm?</i>	<i>Max Found Two Sticks</i>
Small group/intentional teaching cards	Mathematics: Yarn All Around ITC M38 Language and Literacy: Multiple Meanings ITC LL57	Mathematics: Group Them Together ITC M39 Language and Literacy: Jumping Rhymes ITC LL63	Mathematics: How many lambs? ITC M02 Language and Literacy: Read with Me: Fiction ITC LL53	Mathematics: Bowls of Balls ITC M03 Language and Literacy: Word Play ITC LL77	Mathematics: A Knack For Jacks ITC M11 Language and Literacy: Lots of Letters ITC LL21
Mighty Minutes	MM27	MM87	MM17	MM97	MM50
Outdoor Experiences: Provide students with the collection of percussion instruments. Invite students to pretend to be a marching band and march outdoors while playing an instrument. Invite students to practice playing percussion instruments outdoors for the upcoming performance.					
Physical Fun: Review ITC P08 “Kick the Ball!”					

Board Approved: September 28, 2022

Family Partnerships:

Invite families to help set up and organize the students' performance this week.

Encourage families to share their experience completing Investigation 4 activities in the "Bringing the Study Home" handout.

Invite families to participate in the end of study celebration.

Wow Experiences:

Day 3: Class percussion instrument performance

Day 4: Classroom visitor who works with percussion instruments

Percussion Instruments Study**Week 7: At A Glance: Celebrating Learning****Focus Question(s):**

NONE

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 23, 20, 18, 9, 15

	Day 1	Day 2	Day 3	3 day investigation	3 day investigation
Learning Stations	All Stations: celebration plan created during large group; materials to make signs and write instructions for each station; collection of percussion instruments Arts: collection of percussion instruments Math and Games: 3 step instruction card 17 "Make Shapes"	All Stations: plan created during large group on Day 1; materials to make instruments Arts: collection of percussion instruments Math and Games: laminated hundreds chart; dry erase marker	All Stations: displays and activities students prepared; pictures, charts, and artifacts created through the study Math and Games: different colored blocks or manipulatives; 3 step instruction card 15 "Create a Pattern"		

Question of the Day	What do you want to share with our guests at the celebration?	What instrument will you play during the recital?	What did you like most about the study?		
Large Group	Discussion and Shared Writing: Planning our Celebration Game: Queen Bee Materials: MM 13 “Queen Bee”	Discussion and Shared Writing: Rehearsing for the recital Game: Seashore Sound Hunt Materials: MM69 “Seashore Sound Hunt”	Discussion and Shared Writing: Percussion Instrument Recital Game: Going Up! Materials: MM08 “Going Up!”		
Read-Aloud	<i>Olivia Forms A Band</i> <i>BDC 15 (third read aloud)</i>	<i>Selection from the “Children’s Books” list that features community</i>	<i>Nonfiction book from the “Children’s Books” list that features a wide variety of percussion instruments</i>		
Small group/intentional teaching cards	Language and Literacy: Sharing a Story ITC LL43 Mathematics: Code Breaker ITC M12	Language and Literacy: Multiple Meanings ITC LL57 Mathematics: Rinky Dinky Numbers ITC M49	Language and Literacy: Galloping Gus! ITC LL23 Mathematics: Patterns on the Move ITC M53		
Mighty Minutes	MM 36 Pugsley the Peppy Dog	MM96 More than One	MM 41 Tube and Tunnel Tango		
Outdoor Experiences: Provide students with a collection of percussion instruments. Invite students to play the instruments and dance to music.					
Physical Fun: Review ITC P17 “Stop and Go”					

Board Approved: September 28, 2022

Family Partnerships:

Invite families to share their favorite activity found on the “Bringing the Study Home” handout
Encourage families and students to explore the study displays and materials together.

Wow Experiences:

Day 3: Family members and guests visit for the celebration

UNIT 6: SEEDS STUDY

TS Gold: Objectives to be Assesed	Modifications for Special Education	Modifications for English Language Learners	Modifications for students at risk of school failure	Modifications for gifted students
<ul style="list-style-type: none"> Mathematics Social-Emotional Literacy 	<ul style="list-style-type: none"> repetition of oral language non-linguistic representations will be provided when possible content will be chunked teacher assistance will be available during centers time multi-sensory teaching approaches will be incorporated into instruction/centers 5-5-5 (daily 1-1 targeted instruction) Show additional number of samples/examples of desired outcome Provide additional opportunities to practice allow for student choice use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction 	<ul style="list-style-type: none"> Model Thinking Aloud Encourage Partner Talk Repeat and Clarify Provide a Sequence Encourage self-selection of topics Target vocabulary Scaffold comprehension when reading is used to promote reader response Scaffold content-literacy reading Allow products to demonstrate student's learning Provide on-going feedback Use non-linguistic representations Read multiple read-alouds to students a day allow for student choice use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction 	<ul style="list-style-type: none"> Utilize Extended Day Tutoring Program Build a relationship Allow extra time for assignment completion Employ strategies from Classroom Instruction that Works Allow for student choice Build lessons around student interests Allow student to feel ownership of their classroom/learning give student a special job or responsibility in the classroom small group or 1-1 instruction 	<ul style="list-style-type: none"> Use flexible grouping Give independent projects Differentiate assignments Offer student choice Provide opportunities to research (Individual/Group) Focus on Webb's Depth of Knowledge - Emphasis on Level 4 use the TS GOLD teaching continuum to drive instruction small group or 1-1 instruction

Seeds Study**Week 1: At A Glance: Exploring the Topic****Focus Question(s):**

What do we know about seeds?

What do we want to find out?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

Board Approved: September 28, 2022

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 15, 17, 16, 20, 21

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Discovery: apples; oranges; bowl; knives; cutting board Library: 3 step instruction card 02- “Start your journal” books about fruit and seeds; collection of seeds; journal	Library: journals; pictures and books that show fruits and plants with seeds; recordings of rhyming stories; poems; or songs; posters with illustrated lyrics or songbooks Discovery: seed collection and seed packets; journals	Library: collection of items or photos of nonfood items that contain seeds; books that depict seeds Discovery: baggies; cotton balls; dried lima beans; spray bottle; masking tape Construction and MakerSpace: camera	Discovery: seeds; magnifying glass; journal Library: books about local plants; journals Math and Games: pattern cards; blocks	Library: research books about seeds; computer or tablet; “What We Want to Find Out About Seeds” chart Construction and MakerSpace: containers; sentence strips/index cards Math and Games: 3 step instruction card 03- “Line Up Biggest to Smallest”
Question of the Day	Can you draw something that has seeds? (Display plant seeds of various sizes and types)	What do you like to eat that has seeds?	Where have you seen seeds?	Where have you seen a seed outside?	What questions do you have about seeds?
Large Group	Discussion and Shared Writing: Foods with Seeds Game: Sticky Names Materials: MM55 “Sticky Names”	Discussion and Share Writing: Seeds on the outside and seeds on the inside Song: “Wind it Up!” Materials: MM 70 Wind it up!	Discussion and Shared Writing: Other places to find seeds Game: Movement Patterns Materials:	Discussion and Shared Writing: taking a walk to look for plants Game: SeeSaw Silliness Materials:	Discussion and Shared Writing: Questions about Seeds Game: Grocery Cart Materials:

			MM 86 movement patterns	MM 75 “Seesaw Silliness”	MM05 “Grocery Cart”
Read-Aloud	Selection from the “Children’s Books” list that depicts different types of seeds	The Harvest Birds BDC 04 (first read aloud)	Informational, nonfiction selection from the “Children’s Books” list that depicts seeds	Highlights High Five Bilingual/ Let’s Go! BCC 03	Selection from the “Children’s Books” list that focuses on feelings, emotions, and classroom community
Small group/intentional teaching cards	Language and Literacy: Whirly Words ITC LL54 Mathematics: Card Count ITC M41	Language and Literacy: Where’s the Rhyme? ITC LL27 Mathematics: Egg Carton Ten Frame ITC M27	Language and Literacy: Find it in NonFiction ITC LL04 Mathematics: Dinner Party ITC M61	Language and Literacy: B is for Bumpy! ITC LL38 Mathematics: Puzzling Tangrams ITC M26	Language and Literacy: What Sound Does it Make? ITC LL18 Mathematics: Explorers Through and Through ITC M16
Mighty Minutes	MM96 More than One	MM 56 Dandelion Drifters	MM 13 Queen Bee	MM 38 The Giant’s Breakfast	MM95 Counting by 10
Outdoor Experiences: Invite students to look outside for seeds on the ground or seeds that can be found on plants.					
Physical Fun: Review ITC P16 “Ready to Move”					
Family Partnerships: Send home “Letter to Families” Encourage them to add to the collection by sending in items related to seeds. Introduce “Bringing the Study Home” handout Invite families to accompany the class on a walk around the building to look for plants and take photos					
Wow Experiences: Day 1: prepare a fruit snack together and gather seeds from the fruit Day 4: take a walk around the school to look for seeds					

Seeds Study

Week 2: At A Glance: Investigation 1

Board Approved: September 28, 2022

Focus Question(s):

What do seeds need to grow?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 21, 20, 8, 16, 15, 9

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	<p>Discovery: seed packets; containers; fabric; journals</p> <p>Library: magnetic letters; letter cards; paper</p> <p>Construction MakerSpace: collection of books or pictures</p>	<p>Library: children’s books by the same author</p> <p>Arts: materials to label seed containers</p> <p>Discovery: seed collection; seed packets; gardening supplies; rulers; shallow planting containers; planting containers made on day 1; journals; camera</p>	<p>Library: seed packets; seed mixture; computer or tablet</p> <p>Arts: seeds from the collection and the question of the day; gardening supplies; journals</p> <p>Discovery: seeds from the question of the day; seed packets from seeds planted on Day 2; computer/tablet for research</p> <p>Math and Games: games that use a die or numeral cards; 3 step instruction card 05 “Play A Game”</p>	<p>Construction and MakerSpace: seeds; planting containers; labeling materials; a variety of materials in which to plant seeds; computer or tablet</p> <p>Math and Games: small manipulatives; numeral cards; paper</p> <p>Arts: pictures of a seed’s life cycle and seeds germinating</p>	<p>Discovery: variety of watering cans; previously planted seeds</p> <p>Construction and MakerSpace: germinated lima beans from “Exploring the Topic”; planting supplies</p> <p>Arts: funny picture from an unfamiliar book or from the internet</p>

Question of the Day	What will happen when we put this seed in the dirt?	Why do we have to space the seeds when we plant them?	What will happen if we plant all these seeds together?	Where else might a seed grow?	What do you need to grow?
Large Group	Discussion and Shared Writing: How do we plant seeds? Song: Musical Turns Materials: MM03 Musical Turns	Discussion and Shared Writing: Will Seeds Grow in Different Places? Game: Windfall Materials: MM 09 Windfall	Discussion and Shared Writing: How long does it take for seeds to grow? Game: I Spy Spanish Colors Materials: MM43 I Spy Spanish Colors	Discussion and Shared Writing: Growing Seasons for Different Seeds Game: Kooky Questions Materials: MM 54 Kooky Questions	Discussion and Shared Writing: Seeds that Germinate in Water Game: Silly Steps Materials: MM 35 Silly Steps
Read-Aloud	<i>The Harvest Birds</i> <i>BDC 04 (second read aloud)</i>	<i>Selection from the "Children's Books" list that depicts the life cycle of seeds</i>	<i>The Harvest Birds</i> <i>BDC 04 (third read aloud)</i>	<i>Selection from the "Children's Books" List that depicts seeds growing as part of their life cycle</i>	<i>Highlights High Five Bilingue/ Let's Go!</i> <i>BCC 03</i>
Small group/intentional teaching cards	Mathematics: Hidden Shapes ITC M13 Language and Literacy: Vivid Verbs ITC LL09	Mathematics: Catch and Count ITC M10 Language and Literacy: Lots of Letters ITC LL21	Mathematics: Math Artists ITC M29 Language and Literacy: Beginnings and Endings ITC LL30	Mathematics: Scavenger Hunt Count ITC M32 Language and Literacy: Build a Strong Sentence ITC LL26	Mathematics: Hidden In the Open ITC M30 Language and Literacy: And then we... ITC LL07
Mighty Minutes	MM12 Fill in the rhyme	MM14 Guacamole	MM31 Big Steps little steps	MM30 The Letter Sound Train	MM47 Mrs Goodwins Suitcase
Outdoor Experiences: Use magnifying glasses to look at plants with and without seeds					

Board Approved: September 28, 2022

Physical Fun: Review ITC P02 Moving Right Along Review ITC P04 Hopping Relay Race
Family Partnerships: Invite families to send in seed packets and gardening materials for planting seeds Send home “Bringing the Study Home” handout

Seeds Study
Week 3: At A Glance: Investigation 2

Focus Question(s):

How are seeds spread?

Where do seeds come from?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 15,19, 18, 8, 22, 20

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Math and Games: 3 step instruction card 02 Measure with blocks; unit blocks Discovery: small light materials to use as pretend seeds; measurement tools Arts: sprouted seeds planted previously in the study; journals	Library: books or articles about how animals help spread seeds; journals Discovery: journals; writing utensil; computer/tablet Math and Games: pair of dice; set of base ten blocks; paper	Discovery: hand fans; small electric fans; hair dryer; straws; measuring tapes; rulers; yardsticks; seed collection; journals Arts: images of seeds that are easily transported; materials to make “seeds” that are carried by the wind	Library: books about farmers and gardeners Discovery: large mixing bowls; collection of small cups; seed bomb ingredients; plastic or gardening gloves; camera Arts: puppets related to familiar stories and books	Library: reference books about gardening, farming and seed development; field guides for local plants; journals Arts: magazines; t-chart

Board Approved: September 28, 2022

			Math and Games: colored blocks of different sizes and shapes: 3 step instruction card 06 “Sort the Items”		
Question of the Day	Where have you seen something like this? Display a pinecone	What animals do you see in your neighborhood?	What is something that blows away in the wind?	How can seeds grow here? display picture of road or sidewalk	What would you like to research with the librarian?
Large Group	Discussion and Shared Writing: Seeds that fall from plants Song: Hands all Around Materials: MM93 Hands all Around	Discussion and Shared Writing: Seeds Spread By Animals Game: Two Sentence Stories Materials: MM10 Two Sentence Stories	Discussion and Shared Writing: Seeds Spread By Wind Song: Say Hello! Materials: MM68 Say Hello	Discussion and Shared Writing: Seeds Spread By People Game: Syllable Steps Materials: MM74 Syllable Steps	Discussion and Shared Writing: Visit from a librarian about research Game: Sound Sack Materials: MM 65 Sound Sack
Read-Aloud	<i>Selection from the children’s books list that depicts feelings, emotions, and classroom community</i>	<i>The Little Red Hen BDC 05 (first read aloud)</i>	<i>What Can A Seed Make?</i>	<i>Selection from the children’s books list that depicts people who work with seeds</i>	<i>The Little Red Hen BDC 05 (second read aloud)</i>
Small group/intentional teaching cards	Language and Literacy: Swat the Rhyme ITC LL66 Mathematics: Mixed Up Lids ITC M31	Language and Literacy: My Favorite Part of the Story ITC LL73 Mathematics: Paper Clip Tens ITC M52	Language and Literacy: All About Animals ITC LL05 Mathematics: Crafty Numbers ITC M40	Language and Literacy: Wonderful Word Webs ITC LL24 Mathematics: Tip The Scale ITC M33	Language and Literacy: Fact Finders ITC LL35 Mathematics: Flower Power ITC M46

Mighty Minutes	MM79 Mirror Me	MM46 Under the Bed	MM90 Fluttering Moths	MM67 Group Dynamics	MM49 Abstract Art Critic
Outdoor Experiences: Invite students to take turns pretending to be trees and dropping their seeds on the ground. Ask them where on the playground they would like to grow. Encourage students to look for animals and think about how the animals might disperse seeds.					
Physical Fun: Review ITC P01 Hold that Pose					
Family Partnerships: Invite families to bring in different types of fans. Encourage families to share their experiences completing the investigation 1 activities in the “Bringing Home the Study” handout.					
Wow Experiences: Day 1: Walk around the school to look for dropped seeds Day 5: a librarian visits the class to talk about research techniques					

Seeds Study
Week 4: At A Glance: Investigation 3

Focus Question(s):

How are seeds alike and different?
 What will grow from this seed?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 20, 22, 23, 15, 19, 16, 9

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	Discovery: seeds and fruit from the question of the day; reference books about seeds and plants; magnifying glasses; journals	Math and Games: contact paper seed chart; reference books about gardening; seed packets; plant and tree field guides; measuring tapes; painter's tape; markers; sticky notes;	Discovery: plastic trays; scissors; plastic knives; tweezers; magnifying glasses; a variety of seeds; laptop or tablet; camera; journals	Discovery: cutting boards; knives; balancing scales; fresh fruit; camera Library: journals; collection of classroom items for	Library: research books about seeds; journals Math and games: dice; base ten blocks; paper; writing materials

Board Approved: September 28, 2022

	Math and Games: 3 step instruction card 03 “Line Up Biggest to Smallest”; seed collection; container Construction and MakerSpace: bin; rocks; images of life vests and rafts	crayons; journals; 3 step instruction card 06 “Sort the Items”; counters	Arts: seeds planted in containers; journals Library: letter scavenger hunt papers; writing materials	sorting by beginning sounds	Discovery: computer/tablet; journals
Question of the Day	What will grow from this seed? display seeds that havent already been examined	Can you predict what will grow from this seed? display seeds from an interesting plant that hasnt already been examined	Can you predict what will grow from this seed? display seeds from an interesting plant that hasnt already been examined	Can you predict what will grow from this seed? display seeds from an interesting plant that hasnt already been examined	Can you predict what will grow from this seed? display seeds from an interesting plant that hasnt already been examined
Large Group	Discussion and Shared Writing: Arranging Seeds By Size Game: Hat Soup Materials: MM 27 Hat Soup	Discussion and Shared Writing: Do big seeds grow big plants? Rhyme: Wolf Pack Materials: MM16 Wolf Pack	Discussion and Shared Writing: Do all seeds have the same parts? Game: BeanBag Toss Materials: MM 82 Bean Bag Toss	Discussion and Shared Writing: Do fruits always have the same number of seeds? Game: Fruit Stomp Materials: MM100 Fruit Stomp	Discussion and Shared Writing: Why are some fruits seedless? Game: Number Order Materials: MM 80 Number Order
Read-Aloud	<i>Selection of an information nonfiction book from the “Children’s Book” list that shows seeds growing in surprising ways</i>	<i>The Little Red Hen</i> <i>BDC 05 (third read aloud)</i>	<i>Highlights High Five Bilingue/ Come Play!</i> <i>BCC 04</i>	<i>Selection from the “Children’s Books” list that focuses on the alphabet and numbers</i>	<i>Vegetable Dreams</i> <i>BDC 06 (first read aloud)</i>

Small group/intentional teaching cards	Language and Literacy: Word Play ITC LL77 Mathematics: Hopscotch Math ITC M50	Language and Literacy: The Best Part of the Book ITC LL28 Mathematics: Coupon Clipper ITC M05	Language and Literacy: Look for Matching Letters ITC M53 Mathematics: Patterns on the Move ITC M53	Language and Literacy: Four Square Vocabulary ITC LL52 Mathematics: Yarn All Around ITC M38	Language and Literacy: The Sound of the Vowel ITC LL85 Mathematics: Making Fruit Smoothies ITC M59
Mighty Minutes	MM 72 All Together Now	MM66 Cockroach Dancing	MM51 House Helpers	MM69 Seashore Sound Hunt	MM 97 Lead Dancer
Outdoor Experiences: Provide students with rulers and encourage them to measure the plants they see outside on the playground. Ask students to predict how many plants they can find out on the playground.					
Physical Fun: Review ITC P07 Scoop the Beanbag					
Family Partnerships: Invite families to bring in plastic trays, scissors, plastic knives, and tweezers for seed dissection Send home “Bringing Home the Study” handout Invite a family member whose work or hobbies involve plants or seeds to visit the class					

Seeds Study

Week 5: At A Glance: Investigation 4

Focus Question(s):

Who works with seeds?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives:18, 15, 20, 13

	Day 1	Day 2	Day 3	3 day investigation	3 day investigation
--	-------	-------	-------	---------------------	---------------------

Board Approved: September 28, 2022

Learning Stations	<p>Discovery: pretend sunflowers made of clay and beads; stopwatch; journals; pictures or video of sunflower seeds being harvested; computer or tablet</p> <p>Library: bookmarked websites with videos showing plants and seeds being harvested</p> <p>Math and Games: chart paper numbered from 1 to 20</p>	<p>Discovery: bookmarked websites with images and videos showing seeds being planted; collection of seeds; plastic bins or planters; potting soil; journal</p> <p>Library: books, magazines, catalogs, and reference materials that show farming equipment; journals</p> <p>Art: repeating words or phrases from familiar children's books written on index cards; baggies; paper; pencils</p>	<p>Discovery: student made planters with seeds; new seed collection with seed packets; materials for planting new seeds</p> <p>Arts: materials and pictures of gardening tools used by the visitor</p> <p>Math and Games: toothpicks; clay or playdough; two and three dimensional shapes; camera</p>		
Question of the Day	How do you think people collect seeds?	What would you do if we needed to plant 100 seeds?	What questions do you have for the gardener?		
Large Group	<p>Discussion and Shared Writing: Machinery That Removes Seeds From Plants</p> <p>Game: Hungry at the Zoo</p> <p>Materials: MM 71</p>	<p>Discussion and Shared Writing: What tools are used to plant many seeds?</p> <p>Game: Syllable Box</p> <p>Materials: MM20</p>	<p>Discussion and Shared Writing: Visit from a Gardener</p> <p>Game: Sammy's Week</p> <p>Materials: MM 18</p>		

Read-Aloud	<i>Selection of an informational nonfiction book from the “Children’s Book” list</i>	<i>Vegetable Dreams BDC 06 (second read aloud)</i>	<i>Selection from the “Children’s Books” list that focuses on people who work with seeds</i>		
Small group/intentional teaching cards	Language and Literacy: Graphic Text Features ITC LL15 Mathematics: Counting Hoops ITC M34	Language and Literacy: Story Retelling ITC LL62 Mathematics: Group Them Together ITC M39	Language and Literacy: Pass the Rhyme ITC LL61 Mathematics: Write a Math Story ITC M36		
Mighty Minutes	MM34 Sunshine & Raincloud Moments	MM92 It Makes Me Happy	MM98 Bamboo the Panda		
Outdoor Experiences: Invite students to find plants and trees around the playground.					
Physical Fun: Review ITC P03 Beanbag Pass Review ITC P17 Stop and Go					
Family Partnerships: Invite families to come and listen to the classroom visitor Encourage families to share their experiences completing the Investigation 3 activities in the “Bringing the Study Home” handout.					
Wow Experiences: Day 3: Classroom visit from a gardener					

Seeds Study

Week 6: At A Glance: Investigation 5

Focus Question(s):

What can we do with seeds?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

Board Approved: September 28, 2022

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 20, 22, 23, 9, 16, 17, 19

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	<p>Construction and Makerspace: a variety of seeds; chart from large group</p> <p>Art: musical instruments featuring seeds; audio recordings of music with strong rhythms</p> <p>Math and Games: laminated hundreds chart; dry-erase marker</p>	<p>Construction and Makerspace: basic materials; a variety of seeds and photos of birds using bird feeders</p> <p>Library: books about birds eating seeds from a bird feeder</p> <p>Math and Games: play dough; pizza cutters or plastic knives; rolling pins; numerical cards 1-4</p>	<p>Discovery: materials and ingredients for preparing the recipe</p> <p>Construction and Makerspace: student bird feeders</p> <p>Library: alphabet rubber stamps; magnetic letters; word bank of familiar words; 3-step Instruction card 13 “Spell a Word”</p>	<p>Discovery: materials and ingredients for preparing the seed butter recipe</p> <p>Construction and Makerspace: sunflower seeds; materials students can use to crush, grind, or mash the seeds; journals</p> <p>Math and Games: jars with 10-20 small objects; numeral cards 10-20</p>	NONE
Question of the Day	How would you make sounds using seeds?	Where do birds find food to eat?	What can we make to eat out of these seeds?	What can we use to crush these seeds? (Display seeds that can be ground into a butter ex. sunflower seeds)	NONE
Large Group	<p>Discussion/Shared Writing: Instruments that Use Seeds</p> <p>Game: balancing act</p> <p>Materials: MM87 “Balancing Act”; chart paper; writing utensil; maracas or seed shakers; masking tape</p>	<p>Discussion/Shared Writing: Bird Feeders</p> <p>Song: “Letters are Everywhere!”</p> <p>Materials: MM78: “Letters are Everywhere”; images of birds eating seeds from bird feeders; chart paper/board; writing</p>	<p>Discussion/Shared Writing: Which Seeds Can We Eat?</p> <p>Game: Pencil Pantomime</p> <p>Materials: MM29 “Pencil Pantomime”; chart paper/board; writing</p>	<p>Discussion/Shared Writing: Making Seed Butter</p> <p>Game: Good Choice, Bad Choice</p> <p>Materials: MM94 “Good Choice, Bad Choice”; seeds from the question of the day; chart paper/board;</p>	NONE

		utensil; 2-3 pictures of a bird feeder; paper; pencils	utensil; recipe that includes seeds	writing utensil; seed butter recipe	
Read-Aloud	Selection from “Children’s Book” list focusing on number concepts and operations	<i>Vegetable Dreams</i> Book Discussion Card 06 (third read-aloud)	<i>What Can A Seed Make?</i>	Selection from your local or school library that shows how seeds are used to make cooking oils	NONE
Small group/intentional teaching cards	Language and Literacy: Student Teacher ITC:LL17 “Student Teacher” Mathematics: Dish it Out ITC:M20 “Dish it Out”	Language and Literacy: Alphabet Sounds ITC:LL70 “Alphabet Sounds” Mathematics: Tile Tangrams ITC:M04 “Tile Tangrams”	Mathematics: Interlocking Patterns ITC:M54 “Interlocking Patterns” Language and Literacy: My Special Words ITC:LL69 “My Special Words”	Language and Literacy: First-Draft Editing ITC:LL20 “First-Draft Editing” Mathematics: Down at the Pond ITC:M44 “Down at the Pond”	NONE
Mighty Minutes	MM21: Spin Cycle	MM91: Circle Math	MM41: Tube and Tunnel Tango	MM60: Handy Andy	NONE

Outdoor Experiences:

Invite students to hang their birdfeeders outside. Encourage them to observe the birds coming to eat the seed and draw what they see in their journals.

Invite the students to play their “Seed” instruments outside. Encourage them to play the music loud and soft or fast and slow.

Physical Fun: Review ITC: P15 “Fast and Slow”

Family Partnerships: Invite families to bring birdseed or photos of their own bird feeders.

Encourage families to share experiences they had completing the activities in the Investigation 4 “Bringing the Study Home” handout.

Remind them to start activities for investigation 5.

Invite families to participate in the end-of-the study celebration.

Wow Experiences: NONE

***Preparing for the week:**

-Print out photos of the children participating in the study for their displays next week. Collect materials for the seeds collection.

-Find a recipe that uses seeds such as poppy seed muffins or toasted pumpkin seeds.

-Find a seed butter recipe such as almond or sunflower seed butter.

Seeds Study
Week 1: At A Glance: Exploring the Topic

Focus Question(s):

What do we know about seeds?

What do we want to find out?

NJSLS Kindergarten Mathematics:

K.CC.A - Know number names and the count sequence.

K.CC.B - Count to tell the number of objects.

K.CC.C - Compare numbers.

K.NBT.A - Work with numbers 11–19 to gain foundations for place value.

K.OA.A - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Creative Curriculum Objectives: 15, 19, 13,22, 21

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Stations	<p>All: plan generated during large group; charts, artifacts, and photos taken throughout the study; materials to create a welcome sign</p> <p>Library: word cards with space between letters; markers or crayons</p>	<p>Arts: seed packets, baggies, or envelopes; label-making supplies; photo or shoe boxes of store seed packets</p> <p>Math and Games: trays; sand or shaving cream; vocabulary or high-frequency word cards</p> <p>All: materials needed to finish preparing for the celebration</p>	<p>Math and Games: numeral cards from 1-9; math counters</p> <p>All: classroom displays; seed library; pictures; journals; cameras</p>	NONE	NONE
Question of the Day	What was your favorite part of planting and caring for seeds?	How can we arrange our seed collection into a seed library?	What do you want to share with our guests?	NONE	NONE
Large Group	Discussion/Shared Writing: Planning for Our Celebration	Discussion/Shared Writing: Preparing Our Celebration	Discussion/Shared Writing: Celebration of Seeds	NONE	NONE

	Game: Opposite Patterns Materials: MM88 “Opposite Patterns”; chart paper; writing utensil; photos taken throughout the study showing seeds’ growing process and progress	Game: Story Starters Materials: MM84 “Story Starters”; internet photos of seed libraries; chart paper; writing utensil; celebration-planning chart	Game: Finger Follies Materials: MM15 “Finger Follies”; slide show presentation with photos taken throughout the study		
Read-Aloud	<i>Highlights High Five Ven a jugar! Come Play</i> Book discussion card 04	Selection from the “Children’s Books” list that focuses on how seeds are used	Selection from the “Children’s Books” list that focuses on how seeds are used in art	NONE	NONE
Small group/intentional teaching cards	Mathematics: Frozen Fruit Pops ITC:M51 “Frozen Fruit Pops” Language and Literacy: Beginning-Sound Box ITC:LL29 “Beginning Sound Box”	Language and Literacy: Hunting for Words ITC:LL78 “Hunting for Words” Mathematics: Looking High and Low ITC:M35 “Looking High and Low”	Language and Literacy: Hoop Group ITC:LL37 “Hoop Group” Mathematics: Classroom Treasure ITC:M21 “Classroom Treasure”	NONE	NONE
Mighty Minutes	MM45: Si! Me gusta!	MM33: Bilingual Bistro	MM58: Once Upon a Sequence		
Outdoor Experiences: Invite students to pretend to be gardeners. Provide shovels, gloves, and containers for students to explore. Encourage them to share how to plant seeds and care for plants.					
Physical Fun: Review ITC:P09 “Body Poses”					
Family Partnerships: Invite families to bring materials for the celebration. Ask for baggies and shoe boxes for seed displays. Invite families to share their favorite activity from the “Bringing the Study Home” handout. Encourage families and students to explore the study displays and materials together.					

Board Approved: September 28, 2022

Wow Experiences: Celebrate learning: Day 3: Family members visit for the celebration.