

Ganado Unified School District #20

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

PACING Guide SY 2018-2019

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter				
<p><u>Early Learning Standards: (All Year)</u></p> <p>Approaches to Learning:</p> <ul style="list-style-type: none"> • S1: Initiative and Curiosity Concept 1: Initiative Indicator a, b, c • S2: Attentiveness and Persistence Concept 1: Attentiveness Indicator a, b, c Concept 2: Persistence Indicator a, b, c • S3: Confidence Concept 1: Creativity Indicator a, b, c • S4: Creativity Concept 1: Creativity Indicator a, b, c • S5: Reasoning and Problem-Solving 				

Concept 1: Reasoning
Indicator a, b, c
Concept 2: Problem Solving
Indicator a, b, c, d

Physical Development, Health and Safety Standards

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

Social/Emotional Standards:

- S1: Knowledge of Self
Concept 1: Self-Awareness
Indicator a, b, c, d
Concept 2: Recognition and Expression of Feelings
Indicator a, b, c, d, e
- S2: Social Interactions with Others
Concept 1: Separation
Indicator a, b, c

Quarter 1:



Creative Curriculum

Concept 2: Cooperation
Indicator a, b, c

Beginning of the Year

- S3: Self-Control
Concept 1: Self-Control
Indicator a, b, c, d
Concept 2: Respect
Indicator a, b, c, d, e
- S4: Approaches to Learning
Concept 1: Curiosity
Indicator a, b, c, d
Concept 2: Initiative
Indicator a, b, c
Concept 3: Persistence
Indicator a, b, c
Concept 4: Creativity
Indicator a, b
Concept 5: Problem-Solving
Indicator a, b, c, d
Concept 6: Confidence
Indicator a, b, c

Early Learning Standards:

Week 1

Language and Literacy:

- S1: Language
Concept 1: Receptive
Language Understanding
Indicator a and b

Mathematics:

- S3: Measurement and Data
Concept 2: Data Analysis
Indicator a

Science:

What names do we need to know at school?

- Can you find your name and put it on the board?
- Have you ever lost something?
- Did Humpty Dumpty dance or did he crack?

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

I will be able to recall past events.
I will be able to critical think simple book readings.
I will analyze and strategies how to use a specific item.
I am able to recognize where I am.

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

Week 2

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

Social Studies:

- S2 Community
Concept 2: Understands Community
Indicator c

Language and Literacy

- S1: Language
Concept 2: Expressive Language and Communication Skills
Indicator a, b, c
- S3: Emergent Writing
Concept 1: Early Writing, Writing Process, and Writing Applications
Indicator a and b

Mathematics

- S1: Counting and Cardinality
Concept 1: Counts out Loud
Indicator a and b

Science

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

- Do you know how to use this? (Interesting Item)
- Do you know the name of this place?

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

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

I am learning the difference in my emotions (sad, scared, and happy).

Tempo, real, pretend, scared

<p>Week 3</p>	<p>Language and Literacy</p> <ul style="list-style-type: none"> • S1: Language Concept 1: Receptive Language Understanding Indicator a and b Concept 2: Expressive Language and Communication Skills Indicator c • S2: Emergent Literacy Concept 1: Concept of Print Indicator a, b, c Concept 4: Alphabet Knowledge Indicator c • Emergent Writing Concept 1: Early Writing, Writing Process, and Writing Application Indicator a <p>Mathematics</p> <ul style="list-style-type: none"> • S1: Counting and Cardinality Concept 1: Counts out loud Indicator a Concept 2: Knows Number Names and Symbols Indicator b Concept 3: Counts to Tell Number of Objects Indicator a <p>Social Studies</p> <ul style="list-style-type: none"> • S1: Family 	<p>What are our rules?</p> <ul style="list-style-type: none"> • Did you wash your hands when you got to school? • Would you like to paint today? • How many fingers are on your hands? 2 or 5? • Have you ever seen someone ____? (Name the special skill of today's visitor.) 	<p>I will learn my classroom rules. I am getting into a routine of washing my hands. I will learn how to use my paint. I will learn to identify how many fingers I have on my hands. I will learn everyone is special.</p>	<p>Rule, Resting, Position, Question, Recommendation</p>
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Concept 1: Understand Family
 Indicator e

- S2: Community

Concept 2: Rights, Responsibilities and Roles within Community
 Indicator e

Fine Arts

- S2: Music and Creativity Movement

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

Week 4

Language and Literacy

- S1: Language

Concept 2: Expressive Language and Communication Skills
 Indicator g

- S2: Emergent Literacy

Concept 1: Concepts of Print
 Indicator a

Mathematics

- S1: Counting and Cardinality

Concept 2: Knows Number Names and Symbols
 Indicator c

- S2: Operations and Algebraic Thinking

Concept 2: Patterning
 Indicator a

When do things happen at school?

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

I will learn to understand the routine throughout the day.

Jalapeno, bagel, clock, schedule

- S3: Measurement and Data
Concept 3: Measures
Indicator e

Science

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

Social Studies

- S2: Historical Thinking
- Concept 1: Understands Time-Past, Present, and Future
Indicator a

Week 5

Language and Literacy

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

Mathematics

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

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

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

Neighborhood



Week 6

Concept 2: Shapes
Indicator a and b

Social Studies

- S2: Community
Concept 1: Understanding
Community
Indicator e

• What does this person do at our school? (Display a picture of a school helper and ask which job they would like)

Language and Literacy

- S2: Emergent Literacy
Concept 5: Comprehension
Indicator b

How do we make and keep friends? How can we be part of a group?

I am learning how to make and keep friends.
I am learning to make shapes with my hands.
I am learning what a piñata looks like.
I am learning to make choices.
I am learning to share.

Take turns, piñata, friends, microphone

Mathematics

- S4: Geometry
Concept 2: Shapes
Indicator a, c, d

• Can you make this shape with your hands? (Display a picture of a shape)

• Do you know what this is? (Display a picture of a piñata)

• What do you like to do with your friends? (Provide a sticky note for students to draw on)

• Which book would you like to read today?

(Display 2 books about friendship)

- What would you do if you and your friend want the same toy?

Creative Curriculum

Theme: Trees

Week 7

Language and Literacy

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

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

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

I will learn about the height of trees.

I will learn about the parts of a tree.

I will learn where we see trees.

I will learn about different types of trees.

Bigger, Smaller, Same Size, Organize, Inspiration

Mathematics

- S1: Counting and Cardinality
Concept 2: Knows Number Names and Symbols
Indicator c

Concept 4: Compares
Numbers and Quantities
Indicator a

Science

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

Week 8

Language and Literacy

- S1: Language
Concept 2: Expressive
Language and
Communication Skills
Indicator e, f, h
Concept 3: Vocabulary
Indicator a and b

Mathematics

- S1: Measurement and Data
Concept 1: Sorts and
Classifies
Indicator a and b
- S4: Geometry
Concept 2: Shapes
Indicator b

What are the
characteristics of the
trees in our community?

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

I will learn to distinguish the
characteristics of our
community trees.

I will learn the difference of
other trees that are not in our
community.

Circumferences,
Sturdy, Senses,
Germs, Poisonous,
Roots, Trunk, Crown,
Evergreen,
Deciduous, Branch

Week 9

Language and Literacy

- S1: Language
Concept 2: Expressive Language and Communication Skills
Indicator a, b, f, g
- S2: Emergent Literacy
Concept 3: Phonological Awareness
Indicator a and b

Mathematics

- S1: Counting and Cardinality
Concept 1: Counts out loud
Indicator a
Concept 3: Counts to tell number of objects
Indicator a and c

Science

- S1: Inquiry and Application
Concept 2: Investigation
Indicator a and c
Concept 4: Communication
Indicator a and b

Social Studies

- S2: Community
Concept 3: Geography
Indicator b

Who lives in a tree?

- Which animal lives in a tree: an alligator or a squirrel?
- Who might have made this home in a tree?
(Display a bird's nest or a picture of one.)
- Could this insect hurt a tree?
(Display a picture of a pine beetle from Who Lives in a Tree.)
- Does the Animal Live in a Tree?
(Show an image of an animal that does not live in a tree.)
- What creature lives in this tree home? (Display a photo of a hive.)

photo of a deciduous tree)

I will learn what kind of animal lives in a tree.
I will learn what kind of animal does not live in a tree.
I will learn how their homes look in a tree.

Clue, Senses, Harmful, Helpful, Sturdy

Second Quarter

Quarter 2:	<u>Early Learning Standards:</u>	What food comes from trees?	I will learn what food grows on trees.	Weight, Scale,
Creative Curriculum	Language and Literacy	<ul style="list-style-type: none"> • Did this grow on tree: (Display a fruit or not from a tree) 	I will learn what food does not grow on trees.	Heavier, Lighter,
Trees	<ul style="list-style-type: none"> • S1: Language 	<ul style="list-style-type: none"> • Did this grow on a tree? (Display a different fruit or nut grown from a tree) 	I will learn the difference between a fiction and non-fiction.	Acorn, Stretch,
Week 10	<ul style="list-style-type: none"> • Concept 2: Expressive Language and Communication Skills 	<ul style="list-style-type: none"> • Did this grow on a tree? (Display an apple) 	I will explain what foods like that are grown on a tree.	Reach, Lean, Twist,
	<ul style="list-style-type: none"> • Concept 3: Vocabulary 	<ul style="list-style-type: none"> • Is Penny Henny a real story or pretend? 		Flip, Slide, Roll
	<ul style="list-style-type: none"> • Indicator c and d 	<ul style="list-style-type: none"> • Which food tastes best to you? (Offer samples of two tree-grown foods) 		
	<ul style="list-style-type: none"> • Concept 3: Vocabulary 			
	<ul style="list-style-type: none"> • Indicator b 			
	<ul style="list-style-type: none"> • S2: Emergent Literacy 			
	<ul style="list-style-type: none"> • Concept 5: Comprehension 			
	<ul style="list-style-type: none"> • Indicator b and d 			
	<ul style="list-style-type: none"> • Mathematics 			
	<ul style="list-style-type: none"> • Strand 3: Measurement and Data 			
	<ul style="list-style-type: none"> • Concept 2: Data Analysis 			
	<ul style="list-style-type: none"> • Indicator b and d 			
	<ul style="list-style-type: none"> • Science 			
	<ul style="list-style-type: none"> • S1: Inquiry and Application 			
	<ul style="list-style-type: none"> • Concept 1: Exploration, Observation, and Hypotheses 			
	<ul style="list-style-type: none"> • Indicator a, b, c, d, e 			
	<ul style="list-style-type: none"> • Concept 4: Communication 			
	<ul style="list-style-type: none"> • Indicator b 			
	<ul style="list-style-type: none"> • Social Studies 			
	<ul style="list-style-type: none"> • S2: Community 			
	<ul style="list-style-type: none"> • Concept 1: Understands Community 			
	<ul style="list-style-type: none"> • Indicator a 			

<p>Week 11</p>	<p>Language and Literacy</p> <ul style="list-style-type: none"> • S1: Language Concept 3: Vocabulary Indicator a, b, c • S2: Emergent Literacy Concept 1: Concept of Print Indicator a <p>Mathematics</p> <ul style="list-style-type: none"> • S2: Operations and Algebraic Thinking Concept 2: Patterning Indicator a and c <p>Science</p> <ul style="list-style-type: none"> • S1: Inquiry and Application Concept 1: Exploration, Observations, and Hypotheses Indicator d and e 	<p>Who takes care of trees?</p> <ul style="list-style-type: none"> • Which of these people take care of trees? (Display (for example) a photo of a forester or arborist and one of a doctor) • What would you like to ask our visitor today? • What did you learn from our visitor yesterday? • Which food would help us be healthy and strong: (Display separate pictures of a healthy food and an unhealthy food) 	<p>I will learn who takes care of trees. I will learn which food makes me healthy and strong.</p>	<p>National Forest, Forester, Nursery, Worker, Arborist, Trunk, Roots, Crown, Nutrients</p>
<p>Week 12</p>	<p>Literacy and Language</p> <ul style="list-style-type: none"> • S1: Language Concept 1: Receptive Language Understanding Indicator b and c Concept 3: Vocabulary Indicator b • S2: Emergent Literacy Concept 1: Concepts of Print 	<p>How are trees changes?</p> <ul style="list-style-type: none"> • How tall were you when you were a baby? • How tall are you now? • Is this a living or nonliving thing? 	<p>I will learn how trees change. I will learn when trees change. I will show how tall when I am now. I will identify what is living and nonliving. I will understand that mixing two colors together makes another color.</p>	<p>Adult, Inspiration, Seed, Seeding, Sapling, Imagine, Damage</p>

	<p>Indicator a</p> <p>Mathematics</p> <ul style="list-style-type: none"> • S1: Counting and Cardinality Concept 4: Compares Numbers and Quantities Indicator a • S3: Measurement and Data Concept 1: Sorts and Classifies Indicator a Concept 3: Measures Indicator c 	<ul style="list-style-type: none"> • What two colors when mixed together to make this color? (Display a sample of orange paint) • What do you think happened to this tree? (Display a picture of a damaged tree) 	<p>I will learn what is done with a damaged tree.</p>
<p>Week 13</p>	<p>Language and Literacy</p> <ul style="list-style-type: none"> • S1: Language Concept 2: Expressive Language and Communication Skills Indicator c and d <p>Mathematics</p> <ul style="list-style-type: none"> • S1: Counting and Cardinality Concept 3: Counts to Tell Numbers of Objects Indicator a Concept 4: Compares Numbers and Quantities Indicator a <p>Science</p> <ul style="list-style-type: none"> • S1: Inquiry and Applications Concept 1: Exploration, Observation, and Hypotheses Indicator a and e 	<p>What can we do with parts of trees?</p> <ul style="list-style-type: none"> • Are there more or fewer than 10 sticks in the guessing jar? • What would you like to ask our visitor today? • Is our school made from wood? • Which wooden instrument would you like to play? 	<p>I will be able to label trees. I will know how to use all tree parts. I will learn to count sticks to 10. I will learn more or fewer. I will know what material my school is made from.</p> <p>Wooden</p>

Fine Arts

- S1: Visual Arts
Concept 1: Creates and Understands Visual Arts

Creative Curriculum

Clothing Study

Week 14

Early Learning Standards:

Language and Literacy

- S1: Language
Concept 2: Expressive Language and Communication Skills
Indicator a and g
- S2: Emergent Literacy
Concept 5: Comprehension
Indicator b, c, f

Mathematics

- S1: Counting and Cardinality
Concept 3: Counts to Tell Numbers of Objects
Indicator a and b
- S3: Measurement and Data
Concept 1: Sorts and Classifies
Indicator a and b

Social Studies

- S2: Community
Concept 2: Rights, Responsibilities and Roles within Community
Indicator c

What do we know about clothes?

- Did you wear clothes for hot weather, warm weather, or cold weather last weekend?
- What color are you wearing today?
- What clothes are you wearing today?
- Do you have a favorite shirt? Why?

I will learn what clothes we should wear appropriately based on the season.

I will share with my peers which one is my favorite shirt, because?

I know what my favorite shirt is.

Clothes, Special, Fanned, Tally, Clothespins, Coat, Hangers, Fabric, Pajamas, Whimper Fret, Weeping, Wailing

<p>Week 15</p>	<p>Fine Arts</p> <ul style="list-style-type: none"> S2: Music and Creative Movement Concept 1: Creates and Understands Music, Movement, and Dance Indicator b and d <p>Language and Literacy</p> <ul style="list-style-type: none"> S1 Language Concept 2: Expressive Language and Communication Skills Indicator c, d, f, g S2: Emergent Literacy Indicator 5: Comprehension Indicator b, c, e <p>Mathematics</p> <ul style="list-style-type: none"> S1: Counting and Cardinality Concept 1: Counts out loud Indicator a S2: Operations and Algebraic Thinking Concept 2: Patterning Indicator a S4: Geometry Concept 2: Shapes Indicator a <p>Social Studies</p> <ul style="list-style-type: none"> S2: Community Concept 1: Understands Community Indicator b and c 	<p>What are the features of clothes?</p> <ul style="list-style-type: none"> What do you know about the story “Goldilocks and the Three Bears” Is the tag in your shirt marked with a number or the letter S, M, L? What shapes do you see on your clothes? What size clothes do you think babies wear? How many buttons do you have on your clothes? 	<p>I will learn to comprehend “Goldilocks and the Three Bears” I will learn to read clothing tags on my shirt. I will learn to identify the patterns and words written on my clothing. I will learn to read sizes of baby clothing. I will learn to count the buttons on my clothing.</p>	<p>Small, Medium, Large, Size, Tape Measure, Yard Stick, Ruler, Measure, Long, Short, Bigger, Smaller, Equal, Measure Nervous</p>
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- S3: Historical Thinking
Concept 1: Understands
Time- Past, Present, and
Future
Indicator a

Week 16

Language and Literacy

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

Mathematics

- S1: Measurement and Data
Concept 1: Sorts and
Classifies
Indicator a
Concept 2: Data Analysis
Indicator a, b, c, d

Science

- S1: Inquiry and Application
Concept 2: Investigation
Indicator b and c

How do we take care of
our clothes?

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

I will learn to take care of my
clothes.

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

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

Concept 4: Communication
Indicator a, b, c

Social Studies

- S2: Community
Concept 1: Understands Community
Indicator b and c
- S3: Historical Thinking
Concept 1: Understands Time- Past, Present, and Future
Indicator a

collapse, buildings, inspiration, wordless, skate, elevator, investigate

Week 17

Language and Literacy

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

How do people make clothes?

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

I will learn how people make clothes.

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

Sketch, Design, Fashion, Designer, Seamless, Tailors, Stitch, Hem, Sewing, Machines, Manufactured, Huipil, Tapestry

Mathematics

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

	<p>Fine Arts</p> <ul style="list-style-type: none"> S1: Visual Arts Concept 1: Creates and Understands Visual Arts Indicator a and b 			
<p>Week 18</p>	<p>Language and Literacy</p> <ul style="list-style-type: none"> S1: Language Concept 1: Receptive Language Understanding Indicator c Concept 2: Expressive Language and Communication Skills Indicator c and d <p>Mathematics</p> <ul style="list-style-type: none"> S2: Operations and Algebraic Thinking Concept 2: Patterning Indicator d and e S3: Measurement and Data Concept 1: Sorts and Classifies Indicator a and b <p>Science</p> <ul style="list-style-type: none"> S1: Inquiry and Application Concept 1: Exploration, Observation, and Hypotheses Indicator d <p>Social Studies</p> <ul style="list-style-type: none"> S2: Community 	<p>How are clothes made?</p> <ul style="list-style-type: none"> What does the fabric on your shirt feel like? What comes next to the patterns? (Display a simple repeating pattern, such as blue-red-blue-red) What comes from sheep? 	<p>I will learn how clothes are made. I will learn how different fabric textures feels like. I will learn to distinguish what goes next in a pattern. I will learn what is used from sheep.</p>	<p>Loom, Weaves, Knit, Crochet, Cloth, Appreciate, Decent</p>

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

Week 19

Language and Literacy

- S1: Language
Concept 2: Expressive
Language and
Communication Skills
Indicator c, d, e

Social Studies

- S1: Family
Concept 1: Understands
Family
Indicator f
- S2: Community
Concept 2: Rights,
Responsibilities and Roles
within Community
Indicator a, c, g

Where do you get your
clothes?

- Where do you
get your clothes?
(Display choices,
e.g., store older
sibling, present.)
- How should we
behave on our
visit to the
clothing store?
- What was your
favorite part of
the visit to the
store?

I will be able to identify
where I get our clothes.
I will learn how I am
supposed to have in a clothing
store.
I will be able to answer when
asked what my favorite part
of the visit to the store.

Rhythm, Manager,
Salesperson, Cashier,
Spotched, Splattered

Third Quarter

Week 20

Language and Literacy

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

Social Studies

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

What special clothes do people wear for work?

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

I will learn what people wear for work?

I will learn about what a firefighter wears to work.
I will learn if anyone in my family wears a uniform to work.
I will learn if there is a fire station in my community and where it is located.
I will learn to understand if my name has a upper and lower case Dd.
I will learn to understand if my name has a lower case.

Uniform, Heartbreak, Neighborhood, Protect, Protect, Patient

Theme: Buildings Study

Week 21

Language & Literacy:

- S1: Oral Language Development
Concept 1: Listening and Understanding
Indicator b
- S2: Speaking and Communicating

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

- Which building do you like best?
- Which would you use to build

I will know what buildings are.

I can describe what a building is.
I will learn to compare.
I will understand what buildings are.

Collapse, Buildings, Inspiration, Wordless, Skate, Elevator, Investigator

	<p>Indicator b</p> <p>Mathematics:</p> <ul style="list-style-type: none"> • S4: Geometry and Measurement Concept 2: Measurement Indicator a, b, c • S5: Strand and Logic Concept 1: Logic and Reasoning Indicator a, b, c <p>Science:</p> <ul style="list-style-type: none"> • S1: Inquiry Concept 1: Observations, Questions, and Hypotheses Indicator a, b, e <p>Social Studies:</p> <ul style="list-style-type: none"> • S1: American History Concept 1: Research Skills Indicator a and b <p>Fine Arts</p> <ul style="list-style-type: none"> • S1: Visual Art Concept 2: Art in Context Indicator a, b, d 	<p>your house: straw, sticks, or bricks?</p> <ul style="list-style-type: none"> • How many doors are in our classroom? • How many windows are in our classroom? • What do you want to know about buildings? 	<p>I will want to know more about buildings</p>
<p>Week 22</p>	<p>Language & Literacy:</p> <ul style="list-style-type: none"> • S2: Pre-Reading Process Concept 1: Print Awareness Indicator a and b • Concept 6: Vocabulary Development 	<p>What do the buildings in our neighborhood and in other places look like?</p> <ul style="list-style-type: none"> • Which of these buildings is near our school? 	<p>I will become aware of buildings in my town. I will become aware of buildings when I travel. I will learn about maps.</p> <p>Map, neighborhood, similarities, differences, alike, different</p>

Indicator b, c, e
Mathematics:

- S2: Data Analysis
Concept 2: Data Collection and Organization
Indicator a
- S3: Patterns
Concept 1: Patterns
Indicator b
- S5: Structure and Logic
Concept 1: Logic and Reasoning
Indicator c

Science:

- S1: Inquiry
Concept 2: Investigation
Indicator a, b, c, d

Social Studies:

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

Fine Arts

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

- How many buildings do you think we will see on our walk today?
- What building did you like best?
- Have you ever seen a building like this?
- We're making a pattern. Can you draw what comes next?

I will know what a neighborhood is.
I will know the difference between two items.
I will know what it alike between two items.

Language & Literacy:

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

Who builds buildings?
What tools do they use?

I will become aware of who builds buildings.
I can identify some tools used to build.

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

Week 23

Indicator a

Mathematics:

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

Science:

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

Social Studies:

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

Fine Arts

- S2: Music and Creative Movement
Concept 1: Creating Music and Movement
Indicator b
- S3: Dramatic Play

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

I will know how to be safe when building.
I will identify a construction site.

protect, safety precaution

Concept 2: Dramatic Play in Context
Indicator a, b, c

Week 24

Language & Literacy:

- S1: Oral Language Development
Concept 2: Speaking and Communicating
Indicator c, d, e, f, g
- S3: Pre-Writing Process
Concept 1: Written Expression
Indicator b

Mathematics:

- S1: Number Sense and Operation
Concept 2: Numerical Operations
Indicator: a and b
- S5: Structure and Logic
Concept 1: Logic and Reasoning
Indicator a, b, c

Science:

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

What are buildings made of? What makes them strong?

- What can you do with these?
- What do you think most of the buildings we'll see today are made of?
- Which house is the strongest?
- Is this building sturdy?
- Can we make a building out of this?

I will become aware of what buildings are made of.
I will learn about what a foundation is.
I will understand what an inspector does.
I will learn how to use the word sturdy

Foundation, building inspector, sturdy, characteristics

Week 25

Social Studies:

- S5: Economics
Concept 1: Foundations of Economics
Indicator a

Fine Arts

- S3: Dramatic Play
Concept 3: Create Dramatic Play
Indicator a, d, e

Language & Literacy:

- S2: Pre-Reading Process
Concept 3: Sounds & Rhythms of Spoken Language
Indicator a
Concept 4: Letter Knowledge
Indicator a

Mathematics:

- S1: Number Sense and Operations
Concept 1: Number Sense
Indicator b

Science:

- S1: Inquiry
Concept 3: Analysis and Conclusions
Indicator b, c, d

Social Studies:

What is special about our building?

- How many classrooms do you think are in our schools?
- Where in our school is this?
- What would you like to ask our visitor today?

I can tell about my favorite place in our building.
I will become aware of the special parts of our building.
I will notice features in our building.

Model, feature

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

Fine Arts

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

Week 26

Language & Literacy:

- S1: Oral Language Development
Concept 2: Speaking and Listening
Indicator c, d, e, f, g
- S2: Pre-Reading Process
Concept 1: Print Awareness
Indicator a, c, g
Concept 4: Letter Knowledge
Indicator a, b, c, d

What happens inside buildings?

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

I will become aware of what happens in different buildings.
I will learn about what our buildings are called on our school campus.
I will become aware of what people do in our building.

Substitute, potter, clue, calisthenics, version

Mathematics:

- S1: Number Sense and Operations
Concept 2: Numerical Operations
Indicator a

Science:

- S1: Inquiry
Concept 2: Investigation
Indicator a, b, d

Social Studies:

- S3: Civil/Government

Concept 1: Rights,
Responsibilities and Roles of
Citizenship
Indicator b and c

Fine Arts

- S3: Dramatic Play
Concept 1: Creating
Dramatic Play
Indicator c

Theme: Balls Study

Week 27

Language & Literacy:

- S1: Oral Language
Development
Concept 2: Speaking and
Communicating
Indicator c, e, g, h

Mathematics:

- S4: Geometry and
Measurement
Concept 1: Measurement
Indicator a and c
- S5: Structure and Reasoning
Concept 1: Logic and
Reasoning
Indicator a, b, c

Science:

- S1: Inquiry
Concept 3: Analysis and
Conclusions
Indicator c and d

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

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

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

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

Concept 4: Communication
Indicator a, c, d

Social Studies:

- S2: World History
Concept 1: Diversity
Indicator a and c

Fine Arts

- S1: Visual Art
Concept 1: Creating Art
Indicator b, d, e
Concept 3: Creating Music
and Creative Movement
Indicator a, c, d

Week 28

Language & Literacy:

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

Do all balls bounce?

- Do you think all balls bounce?
- Is your head bigger or smaller than this ball?
- Do heavy balls bounce?

I will know what balls bounce.

I will know what balls don't bounce.

I will understand what shorter is.

I will understand what longer is.

I will understand measurement around an item.

I will rhyme words.

I will measure.

Circumference, length, shorter, longer, sphere

Mathematics:

- S1: Number Sense and Operations
Concept 1: Number Sense
Indicator c and d
- S4: Geometry and Measurement

Concept 2: Measurement
Indicator a, b, c

Science:

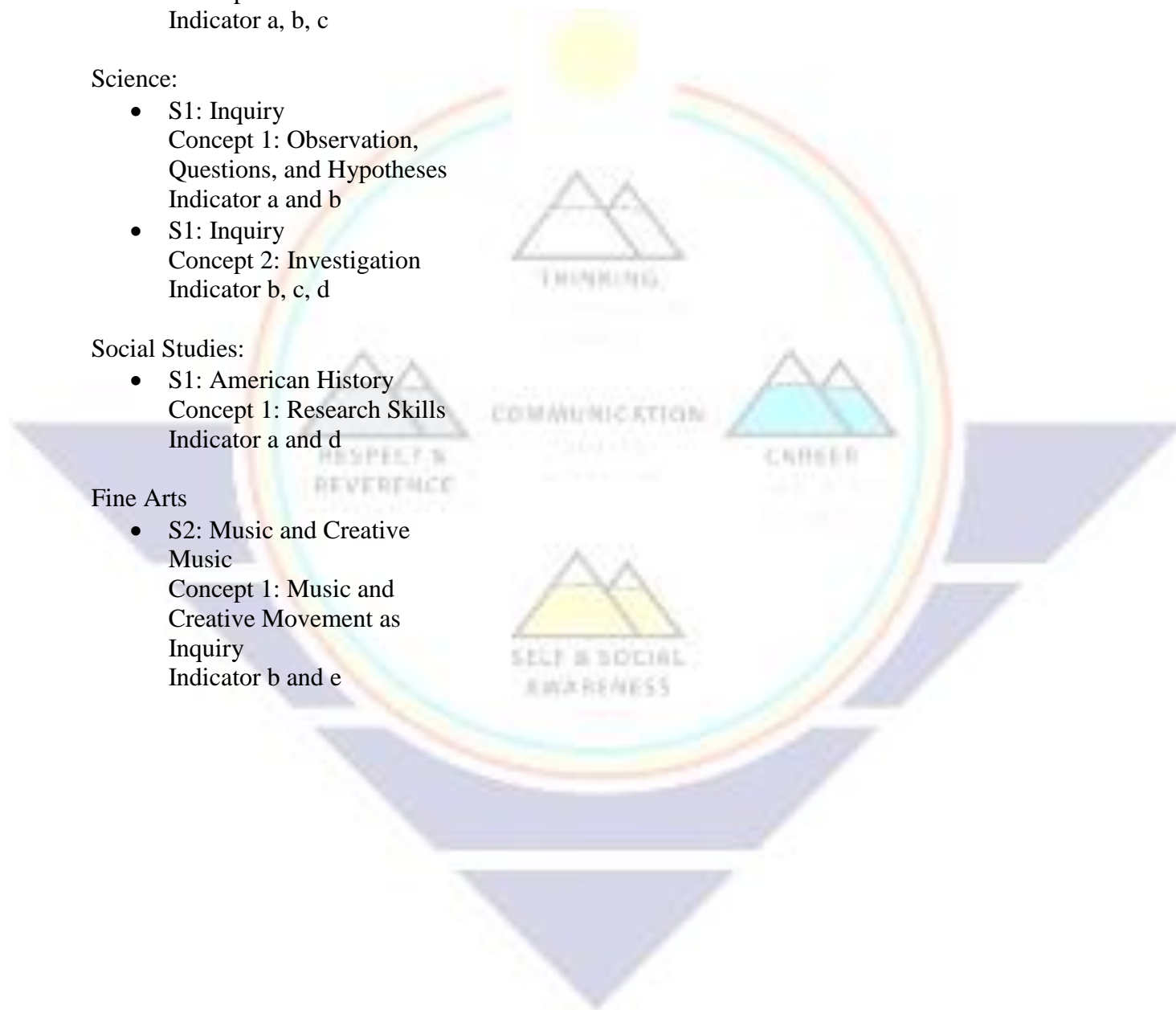
- S1: Inquiry
Concept 1: Observation,
Questions, and Hypotheses
Indicator a and b
- S1: Inquiry
Concept 2: Investigation
Indicator b, c, d

Social Studies:

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

Fine Arts

- S2: Music and Creative
Music
Concept 1: Music and
Creative Movement as
Inquiry
Indicator b and e



Fourth Quarter

Early Learning Standards

Week 29

Language & Literacy:

- S2: Pre-Reading Process
Concept 2: Book Handling Skills
Indicator a
Concept 5: Vocabulary Development
Indicator a, b, c, d

Mathematics:

- S2: Data Analysis
Concept 2: Collection and Organization
Indicator a and b
- S4: Geometry and Measurement
Concept 1: Spatial Relationships & Geometry
Indicator b and d

Science:

- S1: Inquiry
Concept 3: Investigation
Indicator a and b
- S1: Inquiry
Concept 3: Analysis and Conclusion
Indicator a and d

Social Studies:

- S2: World History

Do all balls roll?

- Do all balls roll?
- Do you think you could roll a pancake?
- Can you find something in our classroom that is a sphere?

I will experiment to see if all balls roll.

I will become aware of what balls can roll.

I will become aware of what balls cannot roll.

I will become aware of gravity.

I will identify fast, faster, and fastest.

I will identify a sphere shaped item.

I can handle books with care.

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

Concept 1: Diversity
(Contemporary World)
Indicator d

Fine Arts

- S2: Music and Creative Movement
Concept 3: Music and Creative Movement as Inquiry
Indicator c and d

Week 30

Language & Literacy:

- S2: Pre-Reading Process
Concept 4: Letter Knowledge
Indicator b, d, e
- S3: Pre-Writing Expression
Concept 1: Written Expression
Indicator a and c

Mathematics:

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

Science:

- S1: Inquiry
Concept 2: Investigation
Indicator a, b, c, d
- S1: Inquiry
Concept 3: Analysis and Conclusions
Indicator a, b, c, d

What makes balls move?

- Which ball game do you like best?
- How do you think a ball would move if it were floating in water?

I will learn different ways a ball can move.

I will understand how height can help a ball move?

I will be able to describe what happens when I tip to make a ball move.

I can experiment with water. I will become aware of sink and float.

I will match upper case to lower case letters.

I can paint with a ball.

Energy, force, circumference, height, tip

Week 31

Social Studies:

- S1: American History
Concept 1: Research Skills
Indicator a, c, d

Fine Arts

- S1: Visual Art
Concept 2: Art in Context
Indicator b

Language & Literacy:

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

Mathematics:

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

Science:

- S1: Inquiry
Concept 4: Communication
Indicator a and c

Who uses balls?

- What do you think we will see on our site visit?
- Have you ever been to a store that sells balls?
- Can you make your body into a ball?
- What's your favorite thing to do with balls?
- What kind of animals play with balls?

I will name some people who use balls.
I will know the different ways balls can be used.
I will become familiar with three dimensional shapes.
I will complete a pattern.
I can make myself into a ball.
I know where to buy a ball.
I can draw shapes.

Cube, rectangular prism, cylinder, sphere, interview, wrecking ball, pattern

Social Studies:

- S5: Economics
Concept 1: Foundations of Economics
Indicator a and c

Fine Arts:

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

Language & Literacy:

- S1: Oral Language Development
Concept 2: Speaking and Communicating
Indicator d, e, g, h
- S2: Pre-Writing Process
Concept 5: Vocabulary Development
Indicator a, b, c, d

Mathematics:

- S4: Geometry and Measurement
Concept 1: Spatial Relationships and Geometry

Week 32

What are balls made of?

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

I will know what materials are used to make balls.

I will know what hollow looks like.

I will know what a solid ball looks like.

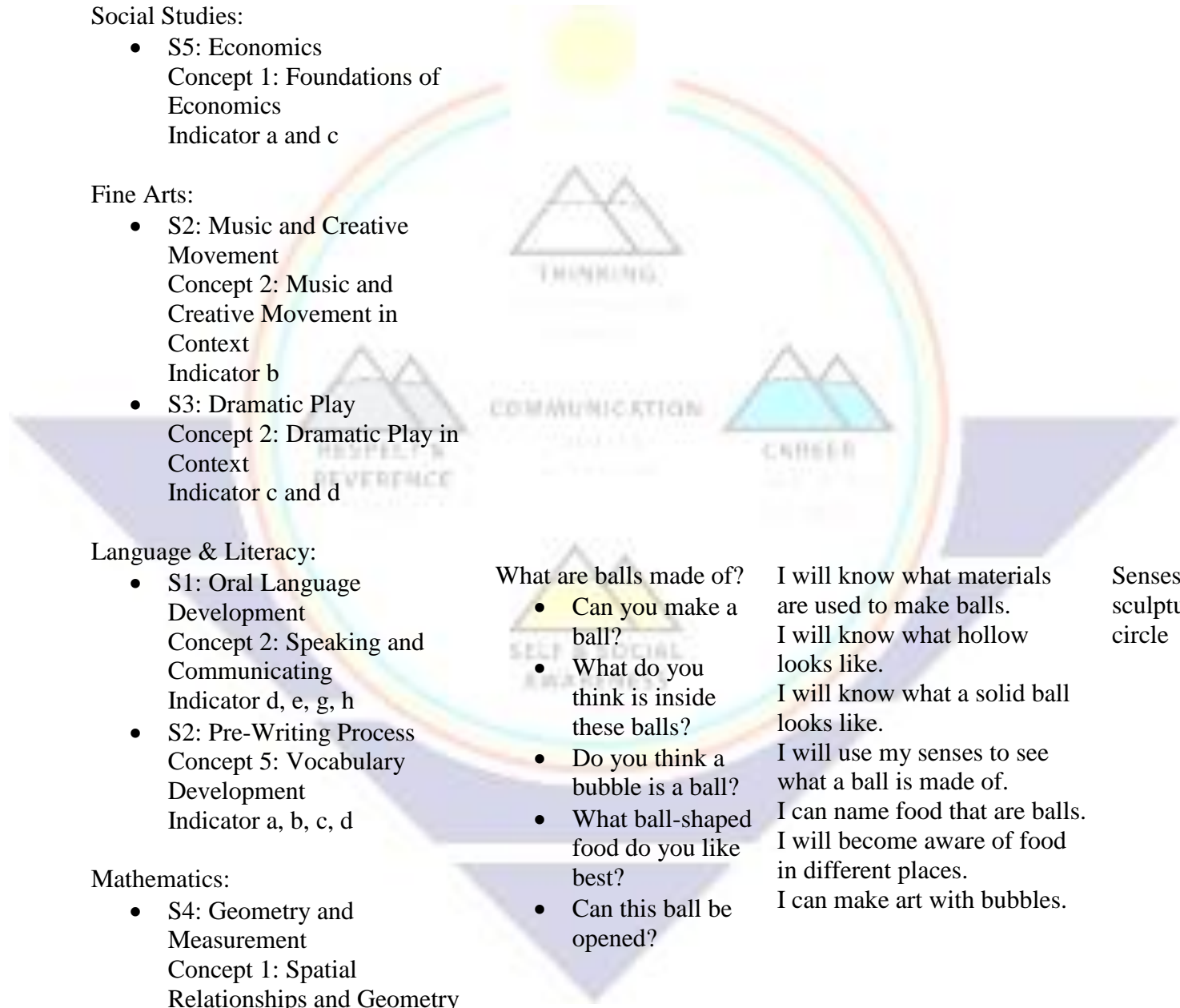
I will use my senses to see what a ball is made of.

I can name food that are balls.

I will become aware of food in different places.

I can make art with bubbles.

Senses, hollow, solid, sculpture, sphere, circle



Indicator d and e

Science:

- S1: Inquiry
Concept 4: Communication
Indicator a, b, d

Social Studies:

- S4: Geography
Concept 1: The World in Spatial Terms
Indicator c

Fine Arts:

- S1: Visual Art
Concept 1: Creating Art
Indicator a, b, c, d, e, f
- S3: Dramatic Play
Concept 1: Creating Dramatic Play
Indicator b

Theme: Reduce, Reuse, Recycle Study

Week 33

Language & Literacy:

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

What do we know about reducing, reusing, and recycling? What do we want to find out?

- Did you see any trash outside today?
- Does this feel smooth or rough?

I will become aware of recycling.
I will describe reuse.
I will talk about what can be recycled.
I will know what it is to be organized.
I will identify smooth and rough.
I will describe what I feel.

Recycling, describe, reuse, reduce, organize

<p>Indicator b, c, d, e</p> <p>Mathematics:</p> <ul style="list-style-type: none"> S2: Data Analysis Concept 1: Collection and Organization Indicator a <p>Science:</p> <ul style="list-style-type: none"> S1: Inquiry Concept 3: Analysis and Conclusions Indicator a, b, d S1: Inquiry Concept 4: Communication Indicator a, c, d <p>Social Studies:</p> <ul style="list-style-type: none"> S3: Civics/Government Concept 1: Rights, Responsibilities and Roles of Citizenship Indicator a, b, c <p>Fine Arts:</p> <ul style="list-style-type: none"> S2: Music and Creative Movement Concept 2: Music and Creative Movement in Context Indicator c and d 	<ul style="list-style-type: none"> What could we do with this junk? What could we do with this junk? Which game would you rather play: Simon Says of Jack in the Box? 	<p>I will sort trash.</p>	
<p>Week 34</p>	<p>Language & Literacy:</p> <ul style="list-style-type: none"> S1: Oral Language Development 	<p>What do people throw away?</p>	<p>I will know what people throw away.</p> <p>Something, nothing, compacted</p>

Concept 1: Listening and Understanding
Concept a and b

- S2: Pre-Reading Process
Concept 1: Print Awareness
Indicator a, b, d

Mathematics:

- S1: Number Sense and Operations
Concept 2: Numerical Operations
Indicator a and b
- S3: Patterns
Concept 1: Patterns
Indicator b

Science:

- S1: Inquiry
Concept 4: Communication
Indicator a, b, d

Social Studies:

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

Fine Arts:

- S3: Dramatic Play
Concept 1: Creating Dramatic Play
Indicator b

- What did you throw away today?
- Does all trash stink?
- Where will we find a trash can on our walk today?

I will become familiar of what can be thrown away.
I will become familiar of what can be reused.
I will recognize the recycle sign.
I will help keep my community clean.
I will become aware of signs for trash and recycling.
I can identify a pattern.



Week 35

Language & Literacy:

- S2:Pre-Reading Process
Concept 4: Letter Knowledge
Indicator a
- S3: Pre-Writing Process
Concept 1: Written
Expression
Indicator a

Mathematics:

- S1: Number Sense and
Operations
Concept 2: Numerical
Operations
Indicator a and b
- S2: Data Analysis
Concept 1: Data Collection
and Organization
Indicator a

Science:

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

Social Studies:

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

Fine Arts:

- S1: Visual Art

Where does trash go?
What do workers do
there?

- Where does our
trash go after we
throw it away?
- Do you have a
question for our
visitor?
- Which has more
cans?

I will become aware of where
trash goes.

I will know what workers do
at the trash dump.

I will know what is real.

I will know what is pretend.

I can create with trash.

Recycle, real,
pretend, crush



Concept 2: Art in Context
Indicator b

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

Week 36

Language & Literacy:

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

Mathematics:

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

Science:

- S1: Inquiry
Concept 4: Communication
Indicator a, b, c, d

Social Studies:

- S4: Geography

How do trash and garbage affect our community?

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

I will become aware of how trash and garbage affect our community.

I will know that littering is wrong.

I will know what an incinerator does.

I will know how to help my community.

I will know what is real and pretend.

Litter, incinerator

Concept 2: Family
Identity/Human Systems
Indicator c, d, e

Fine Arts:

- S3: Dramatic Play
Concept 1: Creating
Dramatic Play
Indicator b, c, d, e

Week 37

Language & Literacy:

- S2: Pre-Reading Process
Concept 2: Book Handling
Skills
Indicator a, b, c
Concept 5: Vocabulary
Development
Indicator c, d, e

How can we reuse junk?

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

I will know how to reuse junk.

I will get creative with junk.

I will be proud of my junk master piece.

I will think of different ways to reuse items.

I can care for school materials.

Amazing, reused

Mathematics:

- S1: Number Sense and Operations
Concept 2: Numerical Operations
Indicator a and b
- S2: Data Analysis
Concept 1: Data Collection and Organization
Indicator a and b

Science:

- S1: Inquiry
Concept 1: Observation, Questions, and Hypotheses
Indicator a, b, c, d, e

Concept 2: Investigation
Indicator a, b, c

Social Studies:

- S4: Geography
Concept 1: The World in Spatial Terms
Indicator c

Fine Arts:

- S1: Visual Art
Concept 3: Art as Inquiry
Indicator a, b, c, d

Week 38

Language & Literacy:

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

How can we create less trash?

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

I will gain knowledge of how to create less trash.

- I will become aware of how not to be wasteful.
- I will become aware of the term, composting.
- I will learn about reducing.

Reused, waste, reduce, decompose, composting, soil

Mathematics:

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

Indicator b and c

Science:

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

Social Studies:

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

Fine Arts:

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

