

# CURRICULUM MAP

Month	Events	Reports
<b>August</b>	<b>Parent Information Night-</b> Aug 21 <sup>st</sup> <b>Meet &amp; Greet</b> – Aug 23 <sup>rd</sup> <b>First Day of School</b> – Aug 26 <sup>th</sup> <b>Labor Day Holiday</b> – Aug 30 <sup>th</sup>	
<b>September</b>	<b>Labor Day Holiday</b> – Sept 2 <sup>nd</sup>	<u>VKRP assessment</u> – Sept 16 <sup>th</sup> – Sept 27 <sup>th</sup>
<b>October</b>	<b>Teacher Workday-</b> No School – Oct 14 <sup>th</sup>	<u>PALS assessment</u> – Oct 15- Oct 25 <u>Interims</u> :Oct 10 <sup>th</sup>
<b>November</b>	<b>Teacher Workday-</b> No School – Nov 4 <sup>th</sup> <b>Parent Conference Day</b> – Nov 5 <sup>th</sup> <b>Veteran’s Day Holiday</b> – Nov 11 <sup>th</sup> <b>Thanksgiving Holiday</b> – Nov 27 – 29 <sup>th</sup>	<b>End of First Grading Period</b> – Nov 1 <sup>st</sup> (47 days) <u>Report Cards:</u> November 13 / <u>Units of Study-</u> <b>Social Studies</b> – Citizenship, Economics, <b>Science</b> - Five senses, Weather, Seasons, & Day/Night , Natural Resources, Properties & Importance of Water
<b>December</b>	<b>Winter Break</b> –Dec 23 <sup>rd</sup> – 31 <sup>st</sup>	<u>Interims:</u> December 19
<b>January</b>	<b>Winter Break</b> – Jan 1 <sup>st</sup> – 3 <sup>rd</sup> <b>MLK Holiday</b> – Jan 20 <sup>th</sup> <b>Conference Day ½ Day</b> – Jan 24 <sup>th</sup> <b>Teacher Workday</b> - Jan 27 <sup>th</sup>	<b>End of Second Grading Period</b> – Jan 24 <sup>th</sup>  (43 Days)
<b>February</b>	<b>President’s Day</b> –Feb 17 <sup>th</sup>	<u>Report Cards:</u> February 4 / <u>Units of Study-</u> <b>Social Studies</b> – History: Community and Change over Time, Geography <b>Science</b> - Properties of Matter, Light & Shadows, Weather, Seasons, & Day/Night, Pushes and pulls as force
<b>March</b>	<b>Teacher Workday</b> –March 30 <sup>th</sup>	<b>End of Third Grading Period</b> – Mar 27 <sup>th</sup> (43 days) <u>Interims:</u> March 6
<b>April</b>	<b>Spring Break</b> - April 6 <sup>th</sup> – 10 <sup>th</sup> <b>Teacher Workday</b> –April 13 <sup>th</sup>	<u>Report Cards:</u> April 14 / <u>Units of Study-</u> <b>Social Studies</b> – History: Community and Change over Time, <b>Science</b> -Living Things, Weather, Seasons, & Day/Night
<b>May</b>	<b>Memorial Day</b> – May 25 <sup>th</sup>	<u>Interims:</u> May 19
<b>June</b>	<b>Last Day of School</b> – June 12 <sup>th</sup>	<b>End of Fourth Grading Period</b> – June 12 <sup>th</sup> (47 Days) <u>Report Cards:</u> June 12 / <u>Units of Study-</u> <b>Social Studies</b> – Patriotism History: Community and Change over Time, <b>Science</b> -Living Things, Weather, Seasons, & Day/Night

# AUGUST at a Glance

First Quarter	Reading	Writing	Phonics	Math	Science	Social Studies
<p><b>Theme</b> Week 1 Aug 26 – Aug 30</p> <p><b>Labor Day Holiday</b> – Aug 30<sup>th</sup></p> <p><b>All About My School</b></p> <p><b>Anchor Texts:</b> <b>The Recess Queen</b> <b>Kevin Knows the Rules</b> <b>Personal Space</b> <b>Camp</b></p>	<p>The First 30 Days <a href="http://pwcs-mountainviewwv.es9.sharpschool.com/UserFiles/Servers/Server408898/File/Migration/MVES%20Staff%20Links/First%2090%20Days_K_2%20-%20%206-4-14.pdf">http://pwcs-mountainviewwv.es9.sharpschool.com/UserFiles/Servers/Server408898/File/Migration/MVES%20Staff%20Links/First%2090%20Days_K_2%20-%20%206-4-14.pdf</a></p> <ul style="list-style-type: none"> <li><b>K.3</b> The student will build oral communication skills.</li> <li><b>K.5</b> The student will understand how print is organized and read.</li> <li><b>K.9</b> The student will demonstrate comprehension of fictional texts.</li> </ul> <p><b>Culminating Task:</b> Text to self connections-school</p> <p><b>Vocabulary:</b> characters, setting, plot, feelings, emotions, beginning, middle, end, worried, school, question, retell, author, illustrator</p>	<p>Handwriting Without Tears <a href="https://doodlebugsteachers.files.wordpress.com/2017/06/2017-18-hwt-sequence-and-pacing-guide.pdf">https://doodlebugsteachers.files.wordpress.com/2017/06/2017-18-hwt-sequence-and-pacing-guide.pdf</a></p> <p><b>K.11</b> The student will print in manuscript.</p> <p><b>Getting Ready: Launching the Writing Workshop</b></p>	<p>Letter ID &amp; Sounds</p> <ul style="list-style-type: none"> <li><b>K.7</b> The student will develop an understanding of basic phonetic principles.</li> </ul>	<p><b>Unit 1 – Introduction and Exploration (routines)</b></p> <ul style="list-style-type: none"> <li><b>K. 4</b> Recognize and describe with fluency part-whole relationships for numbers up to 5.</li> <li><b>K.7</b> Recognize the attributes of a penny,</li> </ul> <p><b>K.8</b> Investigate the passage of time by reading and interpreting a calendar.</p> <p><b>Text: <u>Every Buddy Counts</u></b></p> <p><b>Vocabulary: number, numeral, count/counting</b></p>	<p><b>Unit 1 – Natural Patterns: Weather, Seasons, &amp; Day/Night</b> <b>K.9a-c, K.10a, c-d</b> Changes in weather, seasons and their patterns over time (may be taught throughout the course of the school year by observing weather over time during daily classroom routines involving calendar )</p> <p><b>Unit 2 - Human Senses</b> K.5, K.1</p> <ul style="list-style-type: none"> <li>Five senses and sensory organs</li> <li>Sensory descriptors</li> <li>Science &amp; Engineering Practices (<i>infused</i>)</li> </ul>	<p><b>Unit 1-</b></p> <p>K.10 Good Citizenship.</p> <p><b>How does literature help me understand what is means to be a good citizen?</b></p> <ul style="list-style-type: none"> <li>-procedures</li> <li>-school rules</li> <li>-All About Me</li> <li>-Beginning Of The Year</li> </ul>

# September at a Glance

Theme	Reading	Writing	Phonics	Math	Science	Social Studies
<p>Week 2</p> <p>Sept 2 – Sept 6</p> <p><b>Labor Day Holiday</b> – Sept 2<sup>nd</sup></p> <p><b>Chrysanthemum</b></p> <p><b>The Day you Begin</b></p> <p>Grandparent's Day 9/8/19</p>	<p><b>The First 30 Days</b></p> <ul style="list-style-type: none"> <li>• K.3 The student will build oral communication skills.</li> <li>• K.5 The student will understand how print is organized and read.</li> <li>• K.9 The student will demonstrate comprehension of fictional texts.</li> </ul>	<p>Handwriting Without Tears</p> <p>K.11 The student will print in manuscript.</p>	<p>Letter ID &amp; Sounds</p> <ul style="list-style-type: none"> <li>• K.7 The student will develop an understanding of basic phonetic principles.</li> </ul>	<p><b>Unit 1</b> – Introduction and Exploration (routines)</p> <ul style="list-style-type: none"> <li>• K.4 Recognize and describe with fluency part-whole relationships for numbers up to 5.</li> <li>• K.7 Recognize the attributes of a penny,</li> <li>• K.8 Investigate the passage of time by reading and interpreting a calendar</li> <li>• Text: <b>Ten Black Dots</b></li> </ul>	<p><b>Unit 1</b> – Natural Patterns: Weather, Seasons, &amp; Day/Night</p> <p><b>K.9a-c, K.10a, c-d</b> Changes in weather, seasons and their patterns over time</p>	<p>K.10 Good Citizenship.</p> <p>How does literature help me understand what it means to be a good citizen?</p> <ul style="list-style-type: none"> <li>-procedures</li> <li>-school rules</li> <li>-All About Me</li> <li>-Beginning Of The Year</li> </ul>
<p>Week 3</p> <p>Sept 9 – 13</p> <p><b>Additional Text:</b></p> <p><b>We are all Welcome</b></p>	<p><b>The First 30 Days</b></p> <ul style="list-style-type: none"> <li>• K.3 The student will build oral communication skills.</li> <li>• K.5 The student will understand how print is organized and read.</li> <li>• K.9 The student will demonstrate comprehension of fictional texts.</li> </ul>	<p>Handwriting Without Tears</p> <p>K.11 The student will print in manuscript.</p>	<p>Letter ID &amp; Sounds</p> <ul style="list-style-type: none"> <li>• K.7 The student will develop an understanding of basic phonetic principles.</li> </ul>	<p><b>Unit 1</b> – Introduction and Exploration (routines)</p> <ul style="list-style-type: none"> <li>• K.4 Recognize and describe with fluency part-whole relationships for numbers up to 5.</li> <li>• K.7 Recognize the attributes of a penny,</li> <li>• K.8 Investigate the passage of time by reading and interpreting a calendar</li> <li>• Text: <b>Chicka Chicka 123</b></li> </ul>	<p><b>Unit 1</b> – Natural Patterns: Weather, Seasons, &amp; Day/Night</p> <p><b>K.9a-c, K.10a, c-d</b> Changes in weather, seasons and their patterns over time</p>	<p>K.10 Good Citizenship.</p> <p>How does literature help me understand what it means to be a good citizen?</p> <ul style="list-style-type: none"> <li>-procedures</li> <li>-school rules</li> <li>-All About Me</li> <li>-Beginning Of The Year</li> </ul>
<p>Week 4</p> <p>Sept 16 – 20</p> <p><b>Additional Text:</b></p> <p><b>Chicka Chicka Boom Boom</b></p>	<p><b>The First 30 Days</b></p> <ul style="list-style-type: none"> <li>• K.3 The student will build oral communication skills.</li> <li>• K.5 The student will understand how print is organized and read.</li> <li>• K.9 The student will demonstrate comprehension of fictional texts.</li> </ul> <p><b>Accountable Talk:</b></p> <p>I am like...because...</p> <p>A good friend is....</p> <p>A good friend will....</p> <p>.... was a good friend when...</p> <p>I am a good citizen because....</p> <p>Good citizens help their school community by....</p>	<p>Handwriting Without Tears</p> <p>K.11 The student will print in manuscript.</p>	<p>Letter ID &amp; Sounds</p> <ul style="list-style-type: none"> <li>• K.7 The student will develop an understanding of basic phonetic principles.</li> </ul>	<p><b>Unit 1</b> – Introduction and Exploration (routines)</p> <ul style="list-style-type: none"> <li>• K.4 Recognize and describe with fluency part-whole relationships for numbers up to 5.</li> <li>• K.7 Recognize the attributes of a penny,</li> <li>• K.8 Investigate the passage of time by reading and interpreting a calendar</li> </ul>	<p><b>Unit 1</b> – Natural Patterns: Weather, Seasons, &amp; Day/Night</p> <p><b>K.9a-c, K.10a, c-d</b> Changes in weather, seasons and their patterns over time</p>	<p>K.10 Good Citizenship.</p> <ul style="list-style-type: none"> <li>• How do my family traditions and customs contribute to my school and community?</li> <li>• What is a community?</li> <li>• What makes a community work?</li> </ul> <p><b>Text: Thanks for the feedback</b></p>
<p>Week 5</p> <p>Sept 23 – 27</p> <p><b>Additional Text:</b></p> <p><b>Seeds &amp; Trees, The Bern &amp; the Fern</b></p>	<p><b>The First 30 Days</b></p> <ul style="list-style-type: none"> <li>• K.3 The student will build oral communication skills.</li> <li>• K.5 The student will understand how print is organized and read.</li> <li>• K.9 The student will demonstrate comprehension of fictional texts.</li> </ul>	<p>K.11 The student will print in manuscript.</p> <p><b>Launching the Writers' Workshop</b></p> <p><b>Personal Narratives:</b></p> <p><b>My picture tells a story</b></p>	<p>Letter ID &amp; Sounds</p> <ul style="list-style-type: none"> <li>• K.7 The student will develop an understanding of basic phonetic principles.</li> </ul>	<p><b>Unit 1</b> – Introduction and Exploration (routines)</p> <ul style="list-style-type: none"> <li>• K.4 Recognize and describe with fluency part-whole relationships for numbers up to 5.</li> <li>• K.7 Recognize the attributes of a penny,</li> <li>• K.8 Investigate the passage of time by reading and interpreting a calendar</li> </ul>	<p><b>Unit 1</b> – Natural Patterns: Weather, Seasons, &amp; Day/Night</p> <p><b>K.9a-c, K.10a, c-d</b> Changes in weather, seasons and their patterns over time</p>	<p>K.10 Good Citizenship.</p> <ul style="list-style-type: none"> <li>• How do my family traditions and customs contribute to my school and community?</li> <li>• What is a community?</li> <li>• What makes a community work?</li> </ul>

# October at a Glance

Theme	Reading	Writing	Phonics	Math	Science	Social Studies
<b>Week 6</b> Sept 30 – Oct 4 <b>Community Helpers</b>  <i>Anchor Texts:</i> <a href="#">The Little House</a> <a href="#">The Water Princess</a>	<b>Culminating Task:</b> Students will compare and contrast how they live in their community with how others live in their community. Main Idea & Key Detail	<b>Launching the Writers' Workshop</b>  <b>K.11</b> The student will print in manuscript.  <b>Personal Narratives:</b> <b>My picture tells a story</b>	Letter ID & Sounds <ul style="list-style-type: none"> <li><b>K.7</b> The student will develop an understanding of basic phonetic principles.</li> </ul>	<b>Unit 2 – Number Sense 1 –</b> Count, compare and order sets <b>K.1a</b> , Tell (orally) how many in a set of 1 to 5 objects	<b>Unit 3 Earth's Natural Resources</b> <b>K.11, K.1</b> <ul style="list-style-type: none"> <li>Re-use &amp; recycle natural resources</li> <li>Choices people make affect natural resources</li> </ul>	<b>K.10 Good Citizenship.</b>  <b>What happens to communities over time? How does change happen in a community?</b>
<b>Week 7</b> Oct 7- Oct 11 <b>Goods &amp; Services</b>	What happens to communities over time? How does change happen in a community? Main Idea & Key Detail <b>Anchor Texts:</b> <a href="#">The Little House</a> <a href="#">Mrs. Wishy Washy</a>	<b>Launching the Writers' Workshop</b> <b>K.11</b> The student will print in manuscript. <b>K.12</b> The student will write to communicate ideas for a variety of purposes. <b>Personal Narratives:</b> <b>My picture tells a story</b>	Letter ID & Sounds <ul style="list-style-type: none"> <li><b>K.7</b> The student will develop an understanding of basic phonetic principles.</li> </ul>	<b>Unit 2 – Number Sense 1 –</b> Count, compare and order sets <b>K.1a</b> , Tell (orally) how many in a set of 0 to 5 objects <b>K.1b</b> Read, write, represent numbers 1 to 5	<b>Unit 3 Earth's Natural Resources</b> <b>K.11, K.1</b> <ul style="list-style-type: none"> <li>Re-use &amp; recycle natural resources</li> <li>Choices people make affect natural resources</li> </ul>	<b>Economics.</b> <b>K.8</b> , The student will match simple descriptions of work that people do with the names of those jobs. <b>K.9 a)</b> recognize that people make choices because they cannot have everything they want; and <b>b)</b> explain that people work to earn money to buy the things they want.
<b>Week 8</b> Oct 14- 18 Fall <b>Farm Pumpkins</b>	<b>How do communities function?</b> <b>Anchor Texts:</b> <a href="#">Stella Luna</a> <a href="#">Apple Pie Tree</a> <a href="#">Too Many Pumpkins</a>	<b>Launching the Writers' Workshop</b> <b>K.11</b> The student will print in manuscript. <b>K.12</b> The student will write to communicate ideas for a variety of purposes. <b>Personal Narratives:</b> <ul style="list-style-type: none"> <li>My picture tells a story</li> <li>Small Moments</li> </ul>	Letter ID & Sounds <ul style="list-style-type: none"> <li><b>K.7</b> The student will develop an understanding of basic phonetic principles.</li> </ul>	<b>Unit 2 – Number Sense 1 –</b> Count, compare and order sets <b>k.3c</b> - Without counting, identify "number before" between 1 and 5	<b>Unit 3 Earth's Natural Resources</b> <b>K.11, K.1</b> <ul style="list-style-type: none"> <li>Re-use &amp; recycle natural resources</li> <li>Choices people make affect natural resources</li> </ul>	<b>Economics.</b> <b>K.8</b> , The student will match simple descriptions of work that people do with the names of those jobs. <b>K.9 a)</b> recognize that people make choices because they cannot have everything they want; and <b>b)</b> explain that people work to earn money to buy the things they want.
<b>Week 9</b> Oct 21 – Oct 25 <b>Text: Old Lady Who Wasn't Afraid</b>	<b>How do communities Celebrate?</b>	<b>Launching the Writers' Workshop</b> <b>K.11</b> The student will print in manuscript. <b>K.12</b> The student will write to communicate ideas for a variety of purposes. <b>Personal Narratives:</b> <b>My picture tells a story</b> Small Moments	Letter ID & Sounds <ul style="list-style-type: none"> <li><b>K.7</b> The student will develop an understanding of basic phonetic principles.</li> </ul>	<b>Unit 2 – Number Sense 1 –</b> Count, compare and order sets <b>k.7</b> – recognize penny, nickel	<b>Unit 4 Properties &amp; Importance of Water</b> <b>K.4, K.1</b> <ul style="list-style-type: none"> <li>Water as a solid or a liquid</li> <li>Flows downhill</li> <li>Locations and Uses</li> </ul>	<b>Economics</b> <b>K.8</b> , The student will match simple descriptions of work that people do with the names of those jobs. <b>K.9 a)</b> recognize that people make choices because they cannot have everything they want; and <b>b)</b> explain that people work to earn money to buy the things they want.
<b>Week 10</b> Oct 28 – Nov 1 End of 1 <sup>st</sup> Qrt. 47 days <b>Halloween</b>	<b>How do communities Celebrate?</b>	<b>Launching the Writers' Workshop</b> <b>K.11</b> The student will print in manuscript. <b>K.12</b> The student will write to communicate ideas for a variety of purposes. <b>Personal Narratives:</b> Small Moments	Letter ID & Sounds <ul style="list-style-type: none"> <li><b>K.7</b> The student will develop an understanding of basic phonetic principles.</li> </ul>	<b>Unit 3 - Geometry</b> <b>k.10ab</b> -Identify and describe plane figures	<b>Unit 4 Properties &amp; Importance of Water</b> <b>K.4, K.1</b> <ul style="list-style-type: none"> <li>Water as a solid or a liquid</li> <li>Flows downhill</li> <li>Locations and Uses</li> </ul>	<b>K.11 Patriotism</b> - develop an understanding of how communities express patriotism through events and symbols a) recognizing the American flag; b) recognizing the Pledge of Allegiance; c) knowing that the president is the leader of the United States; and d) recognizing the holidays and the people associated with the holidays

# November at a Glance

Second Quarter	Reading	Writing	Phonics	Math	Science	Social Studies
<p>Week 11 Nov 4- Nov 8 **Voting Parent Conferences Flag Books</p> <p><b>Text:</b> President's Day "F" is For Flag</p>	<p>Analyze Character k.2, k.5, k.8, k.9, k.12</p> <p><b>K.5 The student will demonstrate an understanding that print conveys meaning.</b></p> <p><b>K.8 The student will demonstrate comprehension of fictional texts.</b></p> <p><b>K.12 The student will conduct research to answer questions or solve problems using available resources.</b></p>	<p>Launching the Writers' Workshop</p> <p><b>K.11</b> The student will print in manuscript.</p> <p><b>K.12</b> The student will write to communicate ideas for a variety of purposes.</p> <p><b>Personal Narratives:</b> <b>Small Moments</b></p>	<p>Rhyming words</p> <p><b>K.3</b> The student will identify, say, segment, and blend various units of speech sounds.</p>	<p><b>Unit 3 - Geometry</b></p> <p><b>k.10ab</b> -Identify and describe plane figures</p>	<p><b>Unit 5- Properties of Matter</b></p> <p><b>K.3, K.1</b></p> <ul style="list-style-type: none"> <li>Color, shape, form, texture, feel</li> <li>Relative size &amp; weight</li> </ul>	<p><b>K.11 Patriotism – develop an understanding of how communities express patriotism through events and symbols</b></p> <ol style="list-style-type: none"> <li>recognizing the American flag;</li> <li>recognizing the Pledge of Allegiance;</li> <li>knowing that the president is the leader of the United States; and</li> <li>recognizing the holidays and the people associated with the holidays</li> </ol>
<p>Week 12 Nov 11 – Nov 15 Veteran's Day off</p> <p><b>Texts:</b> Good Morning City Lilly Learns About Wants And Needs A Chair For My Mother</p>	<p>Analyze Character k.2, k.5, k.8, k.9, k.12</p> <p><b>K.5 The student will demonstrate an understanding that print conveys meaning.</b></p> <p><b>K.8 The student will demonstrate comprehension of fictional texts.</b></p> <p><b>K.12 The student will conduct research to answer questions or solve problems using available resources.</b></p>	<p>Launching the Writers' Workshop</p> <p><b>K.11</b> The student will print in manuscript.</p> <p><b>K.12</b> The student will write to communicate ideas for a variety of purposes.</p> <p><b>Personal Narratives:</b> <b>Small Moments</b></p>	<p>Rhyming words</p> <p><b>K.3</b> The student will identify, say, segment, and blend various units of speech sounds.</p>	<p><b>Unit 3 - Geometry</b></p> <p><b>k.10ab</b> -Identify and describe plane figures</p>	<p><b>Unit 5- Properties of Matter</b></p> <p><b>K.3, K.1</b></p> <ul style="list-style-type: none"> <li>Color, shape, form, texture, feel</li> <li>Relative size &amp; weight</li> </ul>	<p><b>History:</b> K.2, K.3 Community and Change over Time.</p>
<p>Week 13 Nov 18 – Nov 22</p> <p><b>Text:</b> Ox Cart Man</p>	<p>Analyze Character k.2, k.5, k.8, k.9, k.12</p> <p><b>K.5 The student will demonstrate an understanding that print conveys meaning.</b></p> <p><b>K.8 The student will demonstrate comprehension of fictional texts.</b></p> <p><b>K.12 The student will conduct research to answer questions or solve problems using available resources.</b></p>	<p>Launching the Writers' Workshop</p> <p><b>K.11</b> The student will print in manuscript.</p> <p><b>K.12</b> The student will write to communicate ideas for a variety of purposes.</p> <p><b>Personal Narratives:</b> <b>Small Moments</b></p>	<p>Rhyming words</p> <p><b>K.3</b> The student will identify, say, segment, and blend various units of speech sounds.</p>	<p><b>Unit 3 - Geometry</b></p> <p><b>k.10ab</b> -Identify and describe plane figures</p>	<p><b>Unit 5- Properties of Matter</b></p> <p><b>K.3, K.1</b></p> <ul style="list-style-type: none"> <li>Color, shape, form, texture, feel</li> <li>Relative size &amp; weight</li> </ul>	<p><b>History:</b> K.2, K.3 Community and Change over Time.</p>
<p>Week 14 Nov 25 – Nov 29 Thanksgiving Week</p>	<p>Analyze Character k.2, k.5, k.8, k.9, k.12</p> <p><b>K.5 The student will demonstrate an understanding that print conveys meaning.</b></p> <p><b>K.8 The student will demonstrate comprehension of fictional texts.</b></p> <p><b>K.12 The student will conduct research to answer questions or solve problems using available resources.</b></p>	<p>Launching the Writers' Workshop</p> <p><b>K.11</b> The student will print in manuscript.</p> <p><b>K.12</b> The student will write to communicate ideas for a variety of purposes.</p> <p><b>Personal Narratives:</b> <b>Small Moments</b></p>	<p>Rhyming words</p> <p><b>K.3</b> The student will identify, say, segment, and blend various units of speech sounds.</p>	<p><b>Unit 4 – Number Sense 2</b></p> <p><b>K.2a</b> Compare up to 3 sets with 10 or fewer objects using more, fewer, or same</p>	<p><b>Unit 5- Properties of Matter</b></p> <p><b>K.3, K.1</b></p> <ul style="list-style-type: none"> <li>Color, shape, form, texture, feel</li> <li>Relative size &amp; weight</li> </ul>	<p><b>History:</b> K.2, K.3 Community and Change over Time.</p>

# December at a Glance

	Reading	Writing	Phonics	Math	Science	Social Studies
<b>Theme</b> <b>Week 15</b> Dec 2 – Dec 6 <ul style="list-style-type: none"> <li>Gingerbread</li> <li>Holidays Around The World</li> </ul>	<b>Determine Text Importance &amp; Sequence of Events</b> k.1, k.2, k.3, k.4, k.5, k.6, k.9, k.10, k.11, k.12  <b>Texts:</b> Follow That Cookie The Sourdough Man The Gingerbread Man The Gingerbread Girl The Gingerbread Boy Gingerbread books	<b>K.9 retell, sequencing, characters, setting</b>  <b>Culminating Task: Compare and contrast how we celebrate a holiday to other holidays/traditions.</b>	<b>Beginning &amp; Ending Sounds</b> K.3 The student will identify, say, segment, and blend various units of speech sounds.	<b>Unit 4 – Number Sense 2</b> K.2a Compare up to 3 sets with 10 or fewer objects using more, fewer, or same	<b>Unit 5- Properties of Matter</b> K.3, K.1 <ul style="list-style-type: none"> <li>Color, shape, form, texture, feel</li> <li>Relative size &amp; weight</li> </ul>	<b>Geography</b> K.4, K.5, K.6, K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.
<b>Week 16</b> Dec 9 – Dec 13  <ul style="list-style-type: none"> <li>Gingerbread</li> <li>Holidays Around The World</li> </ul>	<b>Determine Text Importance &amp; Sequence of Events</b> k.1, k.2, k.3, k.4, k.5, k.6, k.9, k.10, k.11, k.12  <b>Texts:</b> Follow That Cookie The Sourdough Man The Gingerbread Man The Gingerbread Girl The Gingerbread Boy Gingerbread books	<b>K.9 retell, sequencing, characters, setting</b>  <b>Culminating Task: Compare and contrast how we celebrate a holiday to other holidays/traditions.</b>	<b>Beginning &amp; Ending Sounds</b> K.3 The student will identify, say, segment, and blend various units of speech sounds.	<b>Unit 4 – Number Sense 2</b> K.2a Compare up to 3 sets with 10 or fewer objects using more, fewer, or same	<b>Unit 5- Properties of Matter</b> K.3, K.1 <ul style="list-style-type: none"> <li>Color, shape, form, texture, feel</li> <li>Relative size &amp; weight</li> </ul>	<b>Geography</b> K.4, K.5, K.6, K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.
<b>Week 17</b> Dec 16 - 20 <ul style="list-style-type: none"> <li>Gingerbread</li> <li>Holidays Around The World</li> </ul>	<b>Determine Text Importance &amp; Sequence of Events</b> k.1, k.2, k.3, k.4, k.5, k.6, k.9, k.10, k.11, k.12  <b>Texts:</b> Follow That Cookie The Sourdough Man The Gingerbread Man The Gingerbread Girl The Gingerbread Boy Gingerbread books	<b>K.9 retell, sequencing, characters, setting</b>  <b>Culminating Task: Compare and contrast how we celebrate a holiday to other holidays/traditions.</b>	<b>Beginning &amp; Ending Sounds</b> K.3 The student will identify, say, segment, and blend various units of speech sounds.	<b>Unit 4 – Number Sense 2</b> K.2a Compare up to 3 sets with 10 or fewer objects using more, fewer, or same	<b>Unit 5- Properties of Matter</b> K.3, K.1 <ul style="list-style-type: none"> <li>Color, shape, form, texture, feel</li> <li>Relative size &amp; weight</li> </ul>	<b>Geography</b> K.4, K.5, K.6, K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

# January at a Glance

Theme	Reading	Writing	Phonics	Math	Science	Social Studies
<p>Week 18 Jan 6<sup>th</sup> – 10<sup>th</sup> <b>Anchor Texts:</b> Goldilocks And Three Dinosaurs Little Red And The Very Hungry Lion</p>	<p><b>Summarize/Synthesize, Analyze Story Elements</b> K.5, K.7, K.8, K.9, K.12 How can we compare and contrast the adventures and experiences of a character in different stories to improve our understanding?</p>	<p><b>Informative/Explanatory Writing For A Reason</b> K.11 The student will print in manuscript.  K.12 The student will write to communicate ideas for a variety of purposes.</p>	<p><b>Segmented Sounds</b>  K.3 The student will identify, say, segment, and blend various units of speech sounds.</p>	<p><b>Unit 5 – Patterns</b> K.13 Identify the core of repeating patterns</p>	<p><b>Unit 5- Properties of Matter</b> K.3, • Color, shape, form, texture, feel • Relative size &amp; weight <b>Properties &amp; Importance of Water</b> K.4, • Water as a solid or a liquid <b>Human Senses</b> K.1 • Five senses and sensory organs</p>	<p><b>History:</b> K.2, K.3 Community and Change over Time.</p>
<p>Week 19 Jan 13<sup>th</sup> – Jan 17<sup>th</sup> <b>Anchor Texts:</b> Goldilocks And Three Dinosaurs Little Red And The Very Hungry Lion</p>	<p><b>Summarize/Synthesize, Analyze Story Elements</b> K.5, K.7, K.8, K.9, K.12 How can we compare and contrast the adventures and experiences of a character in different stories to improve our understanding?</p>	<p><b>Informative/Explanatory Writing For A Reason</b> K.11 The student will print in manuscript.  K.12 The student will write to communicate ideas for a variety of purposes.</p>	<p><b>Segmented Sounds</b>  K.3 The student will identify, say, segment, and blend various units of speech sounds.</p>	<p><b>Unit 5 – Patterns</b> K.13 Identify the core of repeating patterns</p>	<p><b>Unit 5- Properties of Matter</b> K.3, • Color, shape, form, texture, feel • Relative size &amp; weight <b>Properties &amp; Importance of Water</b> K.4, • Water as a solid or a liquid <b>Human Senses</b> K.1 • Five senses and sensory organs</p>	<p><b>History:</b> K.2, K.3 Community and Change over Time.</p>
<p>Week 20 Jan 20<sup>th</sup> – Jan 24<sup>th</sup>  MLK Holiday – Jan 20th ½ Parent/Teacher Conference Day- Jan 24th</p>	<p><b>Summarize/Synthesize, Analyze Story Elements</b> K.5, K.7, K.8, K.9, K.12 How can we compare and contrast the adventures and experiences of a character in different stories to improve our understanding?</p>	<p><b>Informative/Explanatory Writing For A Reason</b> K.11 The student will print in manuscript.  K.12 The student will write to communicate ideas for a variety of purposes.</p>	<p><b>Segmented Sounds</b>  K.3 The student will identify, say, segment, and blend various units of speech sounds.</p>	<p><b>Unit 5 – Patterns</b> K.13 Identify the core of repeating patterns</p>	<p><b>Unit 5- Properties of Matter</b> K.3, • Color, shape, form, texture, feel • Relative size &amp; weight <b>Properties &amp; Importance of Water</b> K.4, • Water as a solid or a liquid <b>Human Senses</b> K.1 • Five senses and sensory organs</p>	<p><b>History:</b> K.2, K.3 Community and Change over Time.</p>
<p>Week 21 Jan 27<sup>th</sup> – 31<sup>st</sup> <b>Teacher Workday</b> - Jan 27<sup>th</sup></p>	<p><b>Summarize/Synthesize, Analyze Story Elements</b> K.5, K.7, K.8, K.9, K.12 How can we compare and contrast the adventures and experiences of a character in different stories to improve our understanding?</p>	<p><b>Informative/Explanatory Writing For A Reason</b> K.11 The student will print in manuscript.  K.12 The student will write to communicate ideas for a variety of purposes.</p>	<p><b>Short Vowels</b>  K.3 The student will identify, say, segment, and blend various units of speech sounds.</p>	<p><b>Unit 6 – Number Sense 3</b> K.1a Tell (orally) how many in a set of 1 to 20 objects K.1b Read, write, represent numbers 0 to 20 K.2a Compare up to 3 sets with 10 or fewer objects using more, fewer, or same K.2b Order up to 3 sets with 10 or fewer objects from least to greatest and greatest to least</p>	<p><b>Unit 7 Light &amp; Shadows</b> K.8, K.1 • Sunlight warms Earth’s surfaces • How shadows are made • Temperature differences of objects in shadows</p>	<p><b>K.11 Patriotism – develop an understanding of how communities express patriotism through events and symbols</b> a) recognizing the American flag; b) recognizing the Pledge of Allegiance; c) knowing that the president is the leader of the United States; and d) recognizing the holidays and the people associated with the holidays</p>

# Additional Focus Points for the Year

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>Baldrige Data Collection</b>	<p>Students will spend each week of the first quarter learning what characteristics make up a Quality Student,</p> <ul style="list-style-type: none"> <li>• how to act like a Quality Student,</li> <li>• create a classroom vision and mission statement,</li> <li>• complete the PWC Student Handbook, and</li> <li>• begin collecting data on academic and behavioral growth.</li> <li>• Students will also discuss good character traits and how to apply them to school life.</li> </ul>	<p>Students will spend each week of the first quarter learning what characteristics make up a Quality Student,</p> <ul style="list-style-type: none"> <li>• how to act like a Quality Student,</li> <li>• create a classroom vision and mission statement,</li> <li>• complete the PWC Student Handbook, and</li> <li>• begin collecting data on academic and behavioral growth.</li> <li>• Students will also discuss good character traits and how to apply them to school life.</li> </ul>	<p>Students will continue on</p> <ul style="list-style-type: none"> <li>• with class meetings,</li> <li>• data collecting,</li> <li>• radar charts, and reviewing quality student characteristics weekly.</li> <li>• Students will be introduced to flow charts.</li> </ul>	<p>Students will continue to work on</p> <ul style="list-style-type: none"> <li>• quality student behaviors,</li> <li>• data collection,</li> <li>• class meetings,</li> <li>• radar charts, and flow charts weekly.</li> <li>• Students will be introduced to line graphs.</li> </ul>
<b>Technology Components</b>	<p>Students will work on the following skills weekly:</p> <ul style="list-style-type: none"> <li>• computer terminology</li> <li>• navigating through sites</li> <li>• red "x" or close button</li> <li>• how to use a mouse</li> <li>• how to type name/simple words</li> </ul> <p>Students will use the following programs on the computer SMARTboards:</p> <ul style="list-style-type: none"> <li>• Pixie</li> <li>• Starfall</li> <li>• Math Investigations</li> <li>• Keyboarding Websites</li> <li>• Scholastic Teacher</li> </ul>	<p>Students will work on the following skills weekly:</p> <ul style="list-style-type: none"> <li>• computer terminology</li> <li>• navigating through sites</li> <li>• how to create booklets</li> <li>• how to use a mouse</li> <li>• how to type name/simple sentences</li> </ul> <p>Students will use the following programs on the computer SMARTboards:</p> <ul style="list-style-type: none"> <li>• Pixie</li> <li>• Starfall</li> <li>• ABCya</li> <li>• RAZ-Kids</li> <li>• Johnnies Math</li> <li>• Keyboarding Websites</li> </ul>	<p>Students will work on the following skills weekly:</p> <ul style="list-style-type: none"> <li>• computer terminology</li> <li>• navigating through sites</li> <li>• how to create booklets</li> <li>• how to use favorites tab</li> <li>• how to type simple sentences/small stories</li> <li>• using laptops</li> <li>• turning on/off computer</li> </ul> <p>Students will use the following programs on the computer SMARTboards:</p> <ul style="list-style-type: none"> <li>• Pixie</li> <li>• ABCya</li> <li>• RAZ-Kids</li> <li>• Johnnies Math</li> <li>• Microsoft Word</li> </ul>	<p>Students will work on the following skills weekly:</p> <ul style="list-style-type: none"> <li>• computer terminology</li> <li>• navigating through sites</li> <li>• how to create booklets</li> <li>• how to use favorites tab</li> <li>• how to type small stories</li> <li>• using laptops</li> <li>• saving work</li> <li>• turning on/off computer</li> </ul> <p>Students will use the following programs on the computer SMARTboards:</p> <ul style="list-style-type: none"> <li>• Pixie</li> <li>• ABCya</li> <li>• RAZ-Kids</li> <li>• PBS Kids</li> <li>• World Book Online</li> <li>• Microsoft Word</li> </ul>