

Learning Center: Doctor's Office

Content Objectives

- Describe themselves and their appearance, giving at least two details about themselves (e.g., hair color, eye color, age, etc.)
- Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)
- State that the heart and lungs are parts hidden inside the body
- State that a body can sometimes heal itself when it is hurt or sick
- State that people stay healthy by exercising, resting, eating good foods, and staying clean

ELA Objectives

- Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- Recognize and call classmates and teacher by name (SL.P.1c)
- Acknowledge and return greetings and farewells (SL.P.1c)
- Ask or answer questions beginning with who, what, where, when, or why (SL.P.3)
- Adapt the volume of one's voice to different settings and different purposes (L.P.3)
- Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency (L.P.3)

Transition Cards: Body Parts

Content Objectives

- Point to and name the following body parts: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
- Describe two ways our body parts help us move (e.g., our elbow helps us bend our arms, our knees help us jump, etc.)

ELA Objectives

- Understand and use precise nouns and verbs related to the human body (L.P.1b)

Transition Cards: Five Senses

Content Objectives

- Point to and name the following body parts: ear, eye, finger, hand, mouth, tongue, nose
- State that the five senses are sight, hearing, smell, taste, touch
- Identify the body parts that correspond to each sense: 1. Eyes—Sight 2. Ears—Hearing 3. Nose—Smell 4. Tongue—Taste 5. Skin—Touch
- State how each of the five senses helps them experience the world (e.g., eyes help you see toys, ears help you hear sounds, etc.)

ELA Objectives

- Point to and name parts of the body: ear, eye, finger, hand, mouth, tongue, nose (L.P.1b)
- Understand increasingly precise verbs related to eating, movement, and the five senses (L.P.1b, L.P.5d)
- Use increasingly precise verbs related to eating, movement, the five senses (L.P.1b, L.P.5d)

Transition Cards: Name Cards

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- Recognize the written form of one's first name (RF.P.1d)

Transition Cards: Capital Letters

ELA Objectives

- Recognize the initial letter of one's first name (RF.P.1d)

Classroom Routines

At the start of the year, when students begin the All About Me domain, they will likely not be familiar with the general schedule or rhythm of the school day. Thus, in this domain, the classroom routines that are introduced are those that are most fundamental to efficient movement through the school day. As students gain more school-based experiences, they begin to learn and even facilitate these everyday activities that occur in their classroom. The routines taught in this domain include:

Routines: Taking Attendance

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Recognize the written form of one's first name (RF.P.1d)

Routines: Using a daily schedule

ELA Objectives

- Recognizes own name and common signs and labels in the environment (STD RF.P.3b)

Routines: Learning Center Labels and Sign In

ELA Objectives

- Recognizes own name and common signs and labels in the environment (STD RF.P.3b)

Scope and Sequence • All About Me Domain 1 • PreK

Note: These goals are consistently addressed throughout the Listening and Learning portion of the domain

- With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)*
- With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)*
- With prompting and support, retell important facts and information from the read-aloud (RI.P.2)*
- With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)*
- With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)*
- Understand and use precise nouns and verbs related to plants (L.P.1b)*
- With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)*
- Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)*
- Ask questions about oral directions or verbal explanations (SL.P.2)*
- Restate oral directions or verbal explanations (SL.P.2)*
- With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)*
- Describe an event or task that one is in the process of completing (SL.P.4)*
- Express personal needs and desires verbally in a comprehensible manner (SL.P.6)*

	Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>	Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 1 Routines	Rhyme: <i>Head and Shoulders, Knees and Toes</i> Name Recognition: Taking Attendance: One at a Time	
Day 1 Small Group 1	Environmental Noise: Warm Up: Body Beats Environmental Noise: Mystery Sound Box	Listening Skills: Warm Up: Be a Good Listener
Day 1 Small Group 2	Warm Up: Counting to Five	Motor Skills: Warm Up: Move Your Body Motor Skills: Easel Painting

	Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>	Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 1 L&L Read-Aloud	Print Concepts: Trace and label the Body	Speaking and Listening: "I am Special" Core Vocabulary: humans, infants, mood, prefer, unique Language & Content Use: Extension Activity: Trace and Label the Body
Day 2 Routines	Rhyme: <i>Head and Shoulders, Knees and Toes</i> Word Awareness: Learning Center Labels Name Recognition: Taking Attendance: One at a Time	
Day 2 Small Group 1	Recite Nursery Rhymes: Get the Rhythm of the Rhyme	Speaking & Listening: Warm Up: Say the Rhyme
Day 2 Small Group 2	Name Recognition: Warm Up: Welcome Song Name Recognition: Make a Placemat	
Day 2 L&L Picture Talk	Print Concepts: Trace and Label the Body	Speaking and Listening: "I am Special" Deepening Understanding: humans Core Vocabulary: humans, infants, mood, prefer, unique Language & Content Use: Extension Activity: Trace and Label the Body
Day 3 Routines	Rhyme: <i>Head and Shoulders, Knees and Toes</i> Name Recognition: Taking Attendance: Cubbies	
Day 3 Small Group 1	Environmental Noise: Warm Up: Body Beats Environmental Noise: Mystery Sound Box: Same or Different?	Motor Skills: Warm Up: Be a Good Listener
Day 3 Small Group 2	Warm Up: Counting to Five	Motor Skills: Warm Up: Move Your Body Motor Skills: Easel Drawing and Coloring

	Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>	Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 3 L&L	Print Concepts: Trace and Label the Body	Speaking and Listening: <i>Shades of People</i> Core Vocabulary: between, exactly, shades Language & Content Use: Extension Activity: Trace and Label the Body
Day 4 Routines	Rhyme: <i>Open, Shut Them</i> Name Recognition: Taking Attendance: Cubbies	
Day 4 Small Group 1	Environmental Noise: Warm Up: Body Beats Environmental Noise: Guess the Instrument	Listening: Warm Up: Be a Good Listener
Day 4 Small Group 2	Name Recognition: Warm Up: Welcome Song Name Recognition: Matching Names Game	
Day 4 L&L Read-Aloud	Print Knowledge: Trace and Label the Body	Speaking and Listening: "Body Parts" Core Vocabulary: beneath, inside, joints, muscle, planted, softly Language & Content Use: Extension Activity: Trace and Label the Body
Day 5 Routines	Rhyme: <i>Open, Shut Them</i> Name Recognition: Taking Attendance: Cubbies Print Concept: Learning Centers Sign In	
Day 5 Small Group 1	Word Awareness: Words: Same or Different?	Speaking and Listening: Warm Up: Say the Rhyme
Day 5 Small Group 2	Warm Up: Counting to Five	Motor Skills: Warm Up: Move Your Body Motor Skills: Play Dough Letters

Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 5 L&L Picture Talk		Speaking and Listening: "Body Parts" Deepening Understanding: inside Core Vocabulary: beneath, inside, joints, muscle, planted, softly Language & Content Use: Extension Activity: Learning Center Observations
Days 6–8 Pausing Point 1	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: Student Performance Task Assessment, Skills Review, Listening & Learning Review	
Day 9 Routines	Rhyme: <i>Do your Ears Hang Low?</i> Name Recognition: Taking Attendance: Cubbies	Sequencing Events: Daily Schedule: Teacher Job
Day 9 Small Group 1	Environmental Noise: Warm Up: Body Beats Environmental Noise: Musical Instrument Hide-and-Seek	Listening: Warm Up: Be a Good Listener
Day 9 Small Group 2	Name Recognition: Warm Up: Welcome Song Name Recognition: Matching Names Game	
Day 9 L&L Trade Book		Speaking and Listening: Trade Book: <i>My Five Senses</i> , by Ailiki Core Vocabulary: aware, often, only, senses, sometimes Language & Content Use: Extension Activity: Sensory Center
Day 10 Routines	Rhyme: <i>Do your Ears Hang Low?</i> Name Recognition: Taking Attendance: Cubbies	
Day 10 Small Group 1	Recite Nursery Rhymes: Get the Rhythm of the Rhyme	Recite Nursery Rhyme: Warm Up: Say the Rhyme
Day 10 Small Group 2		Motor Skills: Collage

Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 10 L&L Picture Talk		Speaking and Listening: "We Use Our Senses to Learn" Core Vocabulary: alive, glide, shiny, touch Language & Content Use: Extension Activity: Sensory Center
Day 11 Routines	Rhyme: <i>Do your Ears Hang Low?</i> Name Recognition: Taking Attendance: Cubbies	
Day 11 Small Group 1	Name Recognition: Warm Up: Welcome Song Name Recognition: Name Game: Matching Initial Letters	
Day 11 Small Group 2	Rhyme: Rhyming Words	Recite Nursery Rhyme: Warm Up: Say the Rhyme
Day 11 L&L Picture Talk		Speaking and Listening: "We Use Our Senses to Learn" Deepening Understanding: touch Core Vocabulary: alive, glide, shiny, touch Language & Content Use: Extension Activity: Sensory Center
Day 12 Routines	Rhyme: <i>Where is Thumbkin?</i> Name Recognition: Taking Attendance: Two Piles	
Day 12 Small Group 1	Environmental Noise: Warm Up: Body Beats Environmental Noise: Animal Sound Circle	Motor Skills: Warm Up: Be a Good Listener
Day 12 Small Group 2	Warm Up: Counting to Five	Motor Skills: Warm Up: Move Your Body Motor Skills: Straw Bracelets
Day 12 L&L Read-Aloud		Speaking and Listening: "I Am Growing and Changing" Core Vocabulary: already, clutch, grow, siblings Language & Content Use: Extension Activity: Sensory Center

Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 13 Routines	Rhyme: <i>Where is Thumbkin?</i> Print Knowledge: Daily Schedule (becomes student job) Name Recognition: Taking Attendance: Two Piles	
Day 13 Small Group 1		Recite Nursery Rhyme / Motor Skills: Warm Up: Say the Rhyme Motor Skills: Trace Your Hand
Day 13 Small Group 2	Name Recognition: Warm Up: Welcome Song	Motor Skills: Self Portrait
Day 13 L&L Picture Talk		Speaking and Listening: "I Am Growing and Changing" Deepening Understanding: grow Core Vocabulary: already, clutch, grow, siblings Language & Content Use: Extension Activity: Learning Center Observations
Day 14 Routines	Rhyme: <i>Where is Thumbkin?</i> Name Recognition: Taking Attendance: Two Piles	
Day 14 Small Group 1	Rhyme: Review Nursery Rhymes and Songs Posters 12, 15, 34, 55	Recite Nursery Rhyme / Motor Skills: Warm Up: Say the Rhyme
Day 14 Small Group 2	Warm Up: Counting to Five	Motor Skills: Warm Up: Move Your Body Writing Strokes: Line Art Mural
Day 14 L&L Read-Aloud		Speaking and Listening: "Three Basic Needs" Core Vocabulary: brain, huddle, protect, shelter, survive, temperature Language & Content Use: Extension Activity: Basic Needs Picnic
Day 15 Routines	Rhyme: <i>Pat-a-Cake</i> Name Recognition: Taking Attendance: Two Piles	

Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 15 Small Group 1	Environmental Noise: Warm Up: Body Beats Environmental Noise: Instrument Sound Circles	
Day 15 Small Group 2	Name Recognition: Warm Up: Welcome Song Name Recognition: Jump for your Letter!	
Day 15 L&L Picture Talk		Speaking and Listening: "Three Basic Needs" Deepening Understanding: shelter Core Vocabulary: brain, huddle, protect, shelter, survive Language & Content Use: Extension Activity: Basic Needs Picnic
Day 16 Routines	Rhyme: <i>Pat-a-Cake</i> Name Recognition: Taking Attendance: Two Piles	
Day 16 Small Group 1	Name Recognition: Say your Letter	Recite Nursery Rhyme: Warm Up: Say the Rhyme
Day 16 Small Group 2	Warm Up: Counting to Five	Motor Skills: Warm Up: Move Your Body Writing Strokes: Finger Painting Lines
Day 16 L&L Trade Book		Speaking and Listening: <i>My Amazing Body</i> , by Pat Thomas Core Vocabulary: amazing, bathe, germs, quietly Language & Content Use: Extension Activity: Basic Needs Picnic
Days 17–19: Pausing Point 2	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: Student Performance Task Assessment, Skills Review, Listening & Learning Review	

Learning Center: House Dramatic Play Center

Content Objectives

- Name the members of their own families
- State that their family is made up of the people who love and care for them
- Name two ways that their family cares for them
- Define a home as a shelter where a family lives and cares for each other
- Name and describe two kinds of homes where a family might live (e.g., house, apartment building, houseboat, etc.)
- Name two chores or routines that they do with their families
- Name two activities that they do with their families
- Name and describe one of their own family traditions
- Name at least one member of their extended family
- State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast, etc.)
- State the name of the community where they live
- Name and describe two different community helpers

ELA Objectives

- Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner’s comments (SL.P.1b)
- Greet adults as “Mr. (name)” and/or “Ms. or Mrs. (name)” (SL.P.1c)
- Give simple single-step directions (SL.P.6)
- Give simple, multistep directions (SL.P.6)
- Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.) (L.P.1e)
- Use spatial words (here-there; in-on; in front of-behind; at the top of at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back) (L.P.1e)
- Combine simple sentences using and (L.P.1f)
- Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency (L.P.3)

Transition Cards: Routines

Content Objectives

- Name two chores or routines that they do with their families
- Name two activities that they do with their families

ELA Objectives

- Understand and use precise nouns and verbs related to families and communities (L.P.1b)

Transition Cards: Colors

ELA Objectives

- Sort and classify objects and images by color (L.P.5a)

Transition Cards: Book Parts

ELA Objectives

- Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter (RI.P.5, RF.P.1a)

Transition Cards: Capital Letters

ELA Objectives

- Recognize the initial letter of one's first name (RF.P.1d)
- Identify at least ten letters of the alphabet by name, especially those in child's first name (RF.P.1d)
- When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page (RF.P.1f)

Classroom Routines

Routines: Continue conducting the daily routines introduced during the *All About Me* domain. During the *Families and Communities* domain, students are becoming more familiar with the general schedule and rhythm of the school day. Thus, in this domain, the classroom routines that are introduced extend routines that are already familiar to students. The routines taught in this domain include:

Routines: Taking Attendance

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Recognize the written form of one's first name (RF.P.1d)

Routines: Classroom Job

ELA Objectives

- Use labels in the classroom to identify different classroom jobs (RF.P.3b)

Routines: Learning Centers Materials Labels

ELA Objectives

- Recognizes own name and common signs and labels in the environment (STD RF.P.3b)

Scope and Sequence • Families and Communities Domain 2 • PreK

Note: These objectives are consistently addressed throughout the Listening and Learning portion of the domain

- With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)*
- With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)*
- With prompting and support, retell important facts and information from the read-aloud (RI.P.2)*
- With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)*
- With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)*
- Understand and use precise nouns and verbs related to plants (L.P.1b)*
- With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)*
- Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)*
- Ask questions about oral directions or verbal explanations (SL.P.2)*
- Restate oral directions or verbal explanations (SL.P.2)*
- With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)*
- Describe an event or task that one is in the process of completing (SL.P.4)*
- Express personal needs and desires verbally in a comprehensible manner (SL.P.6)*

Emerging Skills in Reading

Phonological Awareness, Print Concepts, Alphabet Knowledge

Day 1 Routines
Rhyme: *Rain, Rain Go Away*
Name Recognition: Taking Attendance: One Pile

Day 1 Small Group 1
Environmental Noise: Warm Up: Body Beats
Recite Nursery Rhymes: Old MacDonald

Day 1 Small Group 2
Recite Nursery Rhymes: Warm Up: Say the Rhyme
Final Sound: Words That End in /ae/

Emerging Skills in Writing

Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling

Listening: Warm Up: Be a Good Listener

Emerging Skills in Reading		Emerging Skills in Writing
<i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		<i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 1 L&L Read-Aloud		Speaking and Listening: <i>All Kinds of Families</i> Core Vocabulary: cherish, countries, cousins, guide, visit Language & Content Use: Extension Activity: My Family Book
Day 2 Routines	Rhyme: <i>Rain, Rain Go Away</i> Name Recognition: Classroom Jobs	
Day 2 Small Group 1	Environmental Noise: Warm Up: Body Beats Environmental Noise: Musical Instrument Circle	Listening: Be a Good Listener
Day 2 Small Group 2		Motor Skills: Move Your Body Writing Strokes: My First Strokes Book Writing Strokes: Handwriting Strokes with Fingers
Day 2 L&L Trade Book		Speaking and Listening: <i>Families</i> , by Ann Morris Core Vocabulary: celebrate, family, sharing Language & Content Use: Extension Activity: My Family Book
Day 3 Routines	Rhyme: <i>Five Little Monkeys</i> Continue Established Routines	
Day 3 Small Group 1	Environmental Noise: Warm Up: Body Beats Environmental Noise: Musical Instrument Circle	Listening: Be a Good Listener
Day 3 Small Group 2	Recite Nursery Rhymes: Warm Up: Say the Rhyme Final Sound: Words That End in /ed/	
Day 3 L&L Trade Book		Speaking and Listening: <i>Houses and Homes</i> , by Ann Morris Deepening Understanding: soil Core Vocabulary: bright, handy, stilts, straw, weave Language & Content Use: Extension Activity: My Family Book

	Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>	Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 4 Routines	Rhyme: <i>Five Little Monkeys</i> Continue Established Routines	
Day 4 Small Group 1	Environmental Noise: Warm Up: Body Beats Environmental Noise: How Many Noises?	Listening: Warm Up: Be a Good Listener
Day 4 Small Group 2		Motor Skills: Move Your Body Writing Strokes: My First Strokes Book Writing Strokes: Tracing with Primary Crayons
Day 4 L&L Picture Talk		Speaking and Listening: Compare <i>Houses and Homes</i> and <i>Families</i> , by Ann Morris Language & Content Use: Extension Activity: My Family Book
Day 5 Routines	Rhyme: <i>Pease Porridge</i> Continue Established Routines	
Day 5 Small Group 1	Word Awareness: Warm Up: Words: Same or Different? Word Awareness: Step Forward for Your Word	
Day 5 Small Group 2	Final Sound: Sorting /at/ and /ee/ Words	
Day 5 L&L Read- Aloud		Speaking and Listening: <i>Families Work and Play Together</i> Core Vocabulary: activities, chores, organized, pretend, repeat Language & Content Use: Extension Activity: My Tradition
Day 6 Routines	Rhyme: <i>Pease Porridge</i> Continue Established Routines	
Day 6 Small Group 1	Word Awareness: Warm Up: Words: Same or Different? Word Awareness: How Many Words?	

Emerging Skills in Reading		Emerging Skills in Writing
<i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		<i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 6 Small Group 2		Motor Skills: Move Your Body Writing Strokes: My First Strokes Book Writing Strokes: Writing with Primary Crayons
Day 6 L&L Picture Talk		Speaking and Listening: <i>Families Work and Play Together</i> Deepening Understanding: chores Language & Content Use: Extension Activity: My Tradition
Days 7–9 Pausing Point 1	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: Student Performance Task Assessment, Skills Review, Listening & Learning Review	
Day 10 Routines	Rhyme: <i>Teddy Bear</i> Word Awareness: Taking Attendance: How Many Students? Continue Established Routines	
Day 10 Small Group 1	Word Awareness: Warm Up: Silly Words: Same or Different? Word Awareness: How Many Words?	
Day 10 Small Group 2	Rhyme: Sorting /ok/ and /am/ Words	
Day 10 L&L Trade Book		Speaking and Listening: <i>Full, Full, Full of Love</i> , by Trish Cooke Core Vocabulary: behind, brim, full, grinned, nearly, struggle Language & Content Use: Extension Activity: My Tradition
Day 11 Routines	Rhyme: <i>Teddy Bear</i> Continue Established Routines	
Day 11 Small Group 1	Word Awareness: Warm Up: Silly Words: Same or Different? Syllable Segment: Words: Long or Short?	

Emerging Skills in Reading		Emerging Skills in Writing
<i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		<i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 11 Small Group 2		Motor Skills: Move Your Body Writing Strokes: My First Strokes Book Writing Strokes: Handwriting Strokes with Fingers
Day 11 L&L Picture Talk		Speaking and Listening: <i>Full, Full, Full of Love</i> , by Trish Cooke Deepening Understanding: chores Language & Content Use: Extension Activity: My Tradition
Day 12 Routines	Rhyme: <i>Teddy Bear</i> Continue Established Routines	
Day 12 Small Group 1	Word Awareness: Warm Up Syllable Segment: Names: How Many Parts?	
Day 12 Small Group 2	Recite Nursery Rhymes: Warm Up: Teddy Bear Rhyme: Rhyming Picnic	
Day 12 L&L Read- Aloud		Speaking and Listening: <i>Family Celebrations and Traditions</i> Core Vocabulary: decorate, honor, lanterns, throughout, traditions Language & Content Use: Extension Activity: Make the Rainbow
Day 13 Routines	Rhyme: <i>A Tisket, A Tasket</i> Continue Established Routines	
Day 13 Small Group 1	Syllable Segment: Warm Up: Clapping Names Syllable Blend: Robot Talk: Blending Compound Words	
Day 13 Small Group 2		Motor Skills: Move Your Body Writing Strokes: My First Strokes Book Writing Strokes: Tracing with Primary Crayons

Emerging Skills in Reading		Emerging Skills in Writing
<i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		<i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 13 L&L Picture Talk		Speaking and Listening: <i>Family Celebrations and Traditions</i> Deepening Understanding: Show and Tell: Celebrations and Traditions Language & Content Use: Extension Activity: Make the Rainbow
Day 14 Routines	Rhyme: <i>A Tisket, A Tasket</i> Continue Established Routines	
Day 14 Small Group 1	Syllable Segment: Warm Up: Clapping Names Syllable Blend: Robot Talk: Blending Words	
Day 14 Small Group 2	Recite Nursery Rhymes: "Teddy Bear" Rhyme: Rhyming Trip	
Day 14 L&L Show and Tell		Speaking and Listening: <i>Family Celebrations and Traditions</i> Deepening Understanding: Show and Tell: Celebrations and Traditions Language & Content Use: Extension Activity: Make the Rainbow
Day 15 Routines	Rhyme: <i>A Tisket, A Tasket</i> Continue Established Routines	
Day 15 Small Group 1	Syllable Segment: Warm Up: Clapping Names Syllable Segment/Blend: Hand Motions: Blending Compound Words	
Day 15 Small Group 2		Motor Skills: Move Your Body Writing Strokes: My First Strokes Book Writing Strokes: Writing with Primary Crayons

Emerging Skills in Reading		Emerging Skills in Writing
<i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		<i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 15 L&L Trade Book		Speaking and Listening: <i>Career Day</i> , by Anne Rockwell Core Vocabulary: career, interesting, introduce, robe, recycle Language & Content Use: Extension Activity: Experiment: Making Colors
Day 16 Routines	Rhyme: Nursery Rhyme Review Continue Established Routines	
Day 16 Small Group 1	Syllable Segment: Warm Up: Stomping Names Syllable Segment/Blend: Hand Motions: Blending Words	
Day 16 Small Group 2	Recite Nursery Rhymes: Warm Up: Nursery Rhyme Review Rhyme: Rhyming Words Memory	
Day 16 L&L Picture Talk		Speaking and Listening: <i>Career Day</i> , by Anne Rockwell Deepening Understanding: Guess the Community Helper Language & Content Use: Extension Activity: Experiment: Making Colors
Days 17–19 Pausing Point 2	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: Skills Review, Listening & Learning Review	

Learning Center: Animal Hospital

Content Objectives

- Identify at least ten animals by name
- Identify three body parts that belong to animals that are not human (e.g., beak, trunk, claw, etc.)
- Identify three body parts that humans and some animals have in common (e.g., eyes, ears, legs, hands, etc.)
- Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)
- Describe how animals use specific body parts (e.g., an elephant uses its trunk to get water)
- State that animals' three basic needs are water, food, and shelter
- Identify two ways that animals are born (i.e., some animals are born alive and some animals hatch from eggs)
- State two defining characteristics of birds (e.g., have wings, feathers, two legs, or a beak; lay eggs; fly)
- State two defining characteristics of fish (e.g., have fins, tails, gills; live and breathe underwater; swim)
- State one defining characteristic of insects (e.g., small, have six legs)
- State one defining characteristic of mammals (e.g., have hair/fur, live babies, warm bodies; feed their babies milk)

ELA Objectives

- Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- Understand and use precise nouns and verbs related to animals (L.P.1b)
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- Use regularly formed plurals in spoken language (L.P.1c)
- Use present and past verb tense (L.P.1b)
- Understand and use complex sentences with clauses introduced by because and so that (L.P.1f)
- Give simple, single-step directions (SL.P.6)

Transition Cards: Animals

Content Objectives

- Identify at least ten animals by name
- Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)
- Sort pictures of birds, fish, and insects into piles based on the animal group to which they belong

ELA Objectives

- Understand and use precise nouns and verbs related to animals (L.P.1b)
- Ask or answer questions beginning with who, what, where, when, or why (SL.P.3)
- Ask or answer increasingly detailed, elaborate questions (other than those beginning with who, what, where, when, or why) (SL.P.3)
- Classify by other conceptual categories (L.P.5a)

Transition Cards: Capital Letters

ELA Objectives

- Recognize the initial letter of one's first name (RF.P.1d)
- Identify at least ten letters of the alphabet by name, especially those in child's first name (RF.P.1d)

Transition Cards: Name Cards

ELA Objectives

- Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- Segment a spoken word into separate, distinct syllables (RF.P.2a)
- Blend two spoken syllables, saying the whole word (RF.P.2a)

Classroom Routines

Routines: Continue conducting the daily routines introduced during the *All About Me and Families and Communities* domains. During the *Animals* domain, students are becoming more familiar with the general schedule and rhythm of the school day. Thus, in this domain, slight modifications to the existing routines are included to further challenge students. The routines taught in this domain include:

Routines: Taking Attendance (Copying Name)

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's name
- Recognize the written form of one's first name (RF.P.1d)

Routines: Using a daily schedule (Ordering the schedule using temporal words)

ELA Objectives

- Recognizes own name and common signs and labels in the environment (STD RF.P.3b)

Scope and Sequence • Animals Domain 3 • PreK

Note: These objectives are consistently addressed throughout the Listening and Learning portion of the domain

- With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)*
- With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)*
- With prompting and support, retell important facts and information from the read-aloud (RI.P.2)*
- With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)*
- With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)*
- Understand and use precise nouns and verbs related to plants (L.P.1b)*
- With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)*
- Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)*
- Ask questions about oral directions or verbal explanations (SL.P.2)*
- Restate oral directions or verbal explanations (SL.P.2)*
- With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)*
- Describe an event or task that one is in the process of completing (SL.P.4)*
- Express personal needs and desires verbally in a comprehensible manner (SL.P.6)*

Emerging Skills in Reading

Phonological Awareness, Print Concepts, Alphabet Knowledge

Day 1 Routines **Rhyme:** *An Old Person of Ware*
Alphabet Knowledge: Taking Attendance: Copying Your Name

Day 1 Small Group 1 **Syllable Segment:** Warm Up: Clapping Animal Names
Syllable Segment/ Blend: Duck, Duck, Goose

Day 1 Small Group 2 **Rhyme:** Warm Up: Rhyme
Rhyme: Silly Rhyming Sentences

Emerging Skills in Writing

Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling

Emerging Skills in Reading		Emerging Skills in Writing
<i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		<i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 1 L&L Read-Aloud		Speaking and Listening: <i>Humans are Animals</i> Core Vocabulary: animals, beak, furry, sharp, sniff, trunk Language & Content Use: Extension Activity: Animal Library
Day 2 Routines	Rhyme: <i>An Old Person of Ware</i> Continue Established Routines	Sequencing Events: Ordering the Schedule Using Temporal Words
Day 2 Small Group 1	Syllable Segment: Warm Up: Clapping Animal Names Syllable Segment: Mystery Syllable Box	
Day 2 Small Group 2		Writing Strokes: Warm Up: My First Strokes Book Writing Strokes: Tracing with Primary Crayons
Day 2 L&L Picture Talk		Speaking and Listening: <i>Humans are Animals</i> Deepening Understanding: truck Language & Content Use: Extension Activity: Animal Library
Day 3 Routines	Rhyme: <i>Here is the Beehive</i> Continue Established Routines	
Day 3 Small Group 1	Syllable Segment: Warm Up: Clapping Animal Names Syllable Segment: Jumping for Syllables	
Day 3 Small Group 2	Rhyme: Warm Up: Rhyme Rhyme: Mystery Rhyming Box	
Day 3 L&L Trade Book		Speaking and Listening: <i>What Do You Do With A Tail Like This?</i> , by Steve Jenkins and Robin Page Deepening Understanding: soil Core Vocabulary: underground, pesky, sticky, leap, capture Language & Content Use: Extension Activity: Animal Library

Emerging Skills in Reading		Emerging Skills in Writing
<i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		<i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 4 Routines	Rhyme: <i>Here is the Beehive</i> Continue Established Routines	
Day 4 Small Group 1	Syllable Segment: Warm Up: Clapping Animal Names Syllable Segment: Syllable Sort	
Day 4 Small Group 2		Writing Strokes: Warm Up: My First Strokes Book Writing Strokes: Writing with Primary Crayons
Day 4 L&L Read-Aloud		Speaking and Listening: <i>Animals Have Three Basic Needs</i> Core Vocabulary: burrows, carnivores, herbivores, lap, nibble Language & Content Use: Extension Activity: Basic Needs Pretend Play
Day 5 Routines	Rhyme: <i>Here is the Beehive</i> Continue Established Routines	
Day 5 Small Group 1	Syllable Segment: Warm Up: Clapping Animal Names Syllable Segment: Count and Color Syllables	
Day 5 Small Group 2		Sequencing Events: Shampoo Story
Day 5 L&L Picture Talk		Speaking and Listening: <i>Animals Have Three Basic Needs</i> Deepening Understanding: lap Language & Content Use: Extension Activity: Basic Needs Pretend Play
Day 6 Routines	Rhyme: <i>Kookaburra</i> Continue Established Routines	

Emerging Skills in Reading		Emerging Skills in Writing
<i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		<i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 6 Small Group 1		Storytelling: Warm Up: Grocery Story
Day 6 Small Group 2		Writing Strokes: Warm Up: My First Strokes Book Writing Strokes: Tracing with Primary Crayons
Day 6 L&L Read- Aloud		Speaking and Listening: <i>Animals Protect Themselves</i> Core Vocabulary: camouflage, oily, pants, shell, twig Language & Content Use: Extension Activity: Basic Needs Pretend Play
Day 7 Routines	Rhyme: <i>Kookaburra</i> Continue Established Routines	
Day 7 Small Group 1		Storytelling: Warm Up: Grocery Story
Day 7 Small Group 2		Writing Strokes: Warm Up: My First Strokes Book Writing Strokes: Writing with Primary Crayons
Day 7 L&L Picture Talk		Speaking and Listening: <i>Animals Protect Themselves</i> Deepening Understanding: pants Language & Content Use: Extension Activity: "If I Could Be An Animal" Class Book
Days 8–10 Pausing Point 1	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: Student Performance Task Assessment, Skills Review, Listening & Learning Review	
Day 11 Routines	Rhyme: <i>The Eensy, Weensy Spider</i> Continue Established Routines	

Emerging Skills in Reading		Emerging Skills in Writing
<i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		<i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 11 Small Group 1	Initial Sound: What Begins with the /m/ Sound?	Motor Skills: Warm Up: Move Your Body
Day 11 Small Group 2		Writing Strokes: Warm Up: My First Strokes Book Writing Strokes/Writing Letters: Tracing with Primary Crayons
Day 11 L&L Trade Book		Speaking and Listening: <i>Is Your Mama a Llama?</i> , by Deborah Guarino Core Vocabulary: belong, cave, flippers, grazes, herd Language & Content Use: Extension Activity: “If I Could Be An Animal” Class Book
Day 12 Routines	Rhyme: <i>The Eensy, Weensy Spider</i> Continue Established Routines	
Day 12 Small Group 1	Initial Sound: What Begins with the /m/ Sound?	Motor Skills: Warm Up: Move Your Body
Day 12 Small Group 2		Sequencing Events: Eensy, Weensy Spider Sequencing
Day 12 L&L Trade Book		Speaking and Listening: <i>Is Your Mama a Llama?</i> , by Deborah Guarino Deepening Understanding: belong Language & Content Use: Extension Activity: “If I Could Be An Animal” Class Book
Day 13 Routines	Rhyme: <i>The Eensy, Weensy Spider</i> Continue Established Routines	

Emerging Skills in Reading		Emerging Skills in Writing
<i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		<i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 13 Small Group 1	Initial Sound: What Begins with the /s/ Sound?	Motor Skills: Warm Up: Move Your Body
Day 13 Small Group 2	Rhyme: Warm Up: Rhyme Rhyme: Find Your Rhyme Partner	
Day 13 L&L Trade Book		Speaking and Listening: <i>See Me Grow</i> , by Penelope Arlon and Tory Gordon Harris Core Vocabulary: foal, litter, pouch Language & Content Use: Extension Activity: Animal Charades
Day 14 Routines	Rhyme: <i>Hickety, Pickety, My Black Hen</i> Continue Established Routines	
Day 14 Small Group 1	Initial Sound: Initial Sound Riddles	Motor Skills: Warm Up: Move Your Body
Day 14 Small Group 2		Writing Strokes: Warm Up: My First Strokes Book Writing Strokes: Writing with Primary Crayons
Day 14 L&L Trade Book		Speaking and Listening: <i>See Me Grow</i> , by Penelope Arlon and Tory Gordon Harris Core Vocabulary: chrysalis, hatch, tadpole Language & Content Use: Extension Activity: Animal Charades
Day 15 Routines	Rhyme: <i>Hickety, Pickety, My Black Hen</i> Continue Established Routines	
Day 15 Small Group 1	Initial Sound: Robot Talk: Blending /s/ and /m/ words	Motor Skills: Warm Up: Move Your Body

Emerging Skills in Reading		Emerging Skills in Writing
<i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		<i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 15 Small Group 2	Rhyme: Warm Up: Rhyme Rhyme: Connect the Rhyming Words	
Day 15 L&L Trade Book		Speaking and Listening: Review: <i>See Me Grow</i> , by Penelope Arlon and Tory Gordon Harris Language & Content Use: Extension Activity: Animal Charades
Day 16 Routines	Rhyme: Review Nursery Rhymes and Songs Posters 3, 16, 18, 22, 45 Continue Established Routines	
Day 16 Small Group 1	Sound Letter Correspondence/ Initial Sounds: Draw the Sound Picture for /m/	Motor Skills: Warm Up: Move Your Body Writing Letters: Draw the Sound Picture for /m/
Day 16 Small Group 2	Rhyme: Warm Up: Rhyme Rhyme: Silly Animal Rhymes	
Day 16 L&L Read- Aloud		Speaking and Listening: <i>Groups of Animals: Birds, Fish and Insects</i> Core Vocabulary: fins, gills, insects, peck Language & Content Use: Extension Activity: Groups of Animals Sorting Game
Day 17 Routines	Rhyme: Review Nursery Rhymes and Songs Posters 3, 16, 18, 22, 45 Continue Established Routines	
Day 17 Small Group 1	Sound-Letter Correspondence: Circle the Sound Picture for /m/	Motor Skills: Warm Up: Move Your Body

Emerging Skills in Reading

Phonological Awareness, Print Concepts, Alphabet Knowledge

Day 17
Small Group
2

Day 17
L&L Read-
Aloud

Days 18–20
Pausing
Point 2

Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes:
Skills Review, Listening & Learning Review

Emerging Skills in Writing

Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling

Storytelling: Retell the Story

Speaking and Listening: Groups of Animals: Mammals

Core Vocabulary: cuddle, fawn, mammals, smooth

Language & Content Use: Extension Activity: Groups of Animals
Sorting Game

Learning Center: Farm Stand**Content Objectives**

- Name five plants (e.g., tree, grass, sunflower, cactus, carrot, etc.)
- Name the four parts of a plant (i.e., roots, stem, leaves, flowers)
- State the function of the four parts of a plant (i.e., roots soak up water, stem holds the plant up, leaves collect sunlight and air, flowers make seeds)
- State that flowers grow from seeds
- Describe how a sunflower grows (i.e., seed in ground, small root grows down, seedling comes up out of ground, flower grows)
- Name plants' four basic needs: sunlight, water, air, nutrients (from soil)
- State that flowers make seeds and fruits so that new plants can grow
- Use the word *petal* to label the colorful part of a flower
- State that fruits have seeds that grow into new plants
- Identify four types of fruit
- Name five foods that come from plants (e.g., apple, blueberry, banana, carrot, lettuce, etc.)

ELA Objectives

- Describe an event or task that one is in the process of completing (SL.P.4)
- Describe an event or task that one has just experienced in the immediate past (SL.P.4)
- Use future verb tense (L.P.1b)
- Given sample objects/pictures and a verbal description of the selection criteria, sort objects/pictures according to a single criterion: sort by function (L.P.5a)
- Classify by function (L.P.5a)
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- Understand and use precise nouns and verbs related to plants (L.P.1b)
- Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

Transition Cards: Fruits and Vegetables**Content Objectives**

- Name five plants (e.g., tree, grass, sunflower, cactus, carrots, etc.)

ELA Objectives

- Ask or answer questions beginning with *who*, *what*, *where*, *when*, or *why* (SL.P.3)
- Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who*, *what*, *where*, *when*, or *why*) (SL.P.3)
- Understand and use precise nouns and verbs related to plants (L.P.1b)

- Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts about plants (L.P.6)

Transition Cards: Sound Pictures and Initial Sounds

ELA Objectives

- With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- Give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

Classroom Routines

Routines: Continue conducting the daily routines introduced during the *All About Me, Families and Communities and Animals* domains. During the *Plants* domain, students are very familiar with classroom routines, and are even taking responsibility for conducting some of these routines themselves. In this domain slight modifications to the existing routines are included to further challenge students. The routines taught in this domain include:

Routines: Taking Attendance (Name Your Letters)

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Recognize the written form of one's first name (RF.P.1d)

Routines: Taking Attendance (Naming Your Letters during Circle Time)

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Recognize the written form of one's first name (RF.P.1d)

Scope and Sequence • Plants Domain 4 • PreK

Note: These objectives are consistently addressed throughout the Listening and Learning portion of the domain

With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)

With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)

With prompting and support, retell important facts and information from the read-aloud (RI.P.2)

With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)

With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)

Understand and use precise nouns and verbs related to plants (L.P.1b)

With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)

Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)

Ask questions about oral directions or verbal explanations (SL.P.2)

Restate oral directions or verbal explanations (SL.P.2)

With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)

Describe an event or task that one is in the process of completing (SL.P.4)

Express personal needs and desires verbally in a comprehensible manner (SL.P.6)

Emerging Skills in Reading

Phonological Awareness, Print Concepts, Alphabet Knowledge

Emerging Skills in Writing

Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling

Day 1
Routines **Rhyme:** *Here We Go Round the Mulberry Bush*
Alphabet Knowledge: Name letters in own name

Name Writing: Copying name

Day 1
Small Group 1 **Sound - Letter Correspondence:** Warm Up: Sound Picture Review
Sounds in Words: Same-Sound Pairs

Day 1
Small Group 2

Storytelling: The Story of Tony's Day

Day 1
L&L Read-
Aloud

Speaking and Listening: *Plants are All Around Us*
Core Vocabulary: buds, edible, harvested, vegetables
Language & Content Use: Extension Activity: Plant a Seed

	Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>	Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 2 Routines	Rhyme: <i>Here We Go Round the Mulberry Bush</i> Continue Established Routines	
Day 2 Small Group 1	Sound - Letter Correspondence: Warm Up: Sound Picture Review Initial Sound: Adding Initial Sounds	
Day 2 Small Group 2		Writing Strokes: Warm Up: My First Strokes Book Writing Strokes: Tracing with Primary Crayons
Day 2 L&L Read- Aloud		Speaking and Listening: <i>Plants Have Different Parts</i> Core Vocabulary: nourish, nutrients, roots, soil, stem Language & Content Use: Extension Activity: Plant a Seed
Day 3 Routines	Rhyme: <i>Here We Go Round the Mulberry Bush</i> Continue Established Routines	
Day 3 Small Group 1	Sound - Letter Correspondence: Warm Up: Sound Picture Review Initial Sound: Adding Initial Sounds	
Day 3 Small Group 2		Storytelling: A Class Story
Day 3 L&L Read- Aloud		Speaking and Listening: <i>Plants Have Different Parts</i> Deepening Understanding: soil Language & Content Use: Extension Activity: Plant a Seed
Day 4 Routines	Rhyme: <i>One Potato, Two Potato</i> Continue Established Routines	
Day 4 Small Group 1	Sound - Letter Correspondence: Warm Up: Sound Picture Review Sounds in Words: Draw the Sound Picture for /a/	
Day 4 Small Group 2		Writing Strokes: Warm Up: My First Strokes Book Writing Strokes: Writing with Primary Crayons

Emerging Skills in Reading		Emerging Skills in Writing
<i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		<i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 4 L&L Trade Book		Speaking and Listening: <i>Sunflower House</i> , by Eve Bunting Core Vocabulary: guaranteed, mammoth, sow, weeds Language & Content Use: Extension Activity: Make Your Own Sunflower
Day 5 Routines	Rhyme: <i>One Potato, Two Potato</i> Continue Established Routines	
Day 5 Small Group 1	Sound - Letter Correspondence: Warm Up: Sound Picture Review Word Understanding: Circle the Sound Picture	
Day 5 Small Group 2		Dictation: Tell a Story
Day 5 L&L Trade Book		Speaking and Listening: <i>Sunflower House</i> , by Eve Bunting Deepening Understanding: <i>sow</i> Language & Content Use: Extension Activity: Make Your Own Sunflower
Day 6 Routines	Rhyme: <i>Oats, Peas, Beans, and Barley Grow</i> Continue Established Routines	
Day 6 Small Group 1	Sound - Letter Correspondence: Warm Up: Sound Picture Review Initial Sounds: Removing Initial Sounds	
Day 6 Small Group 2		Writing Strokes: Warm Up: My First Strokes Book Writing Strokes: Tracing with Primary Crayons
Day 6 L&L Read-Aloud		Speaking and Listening: <i>Plants Grow</i> Core Vocabulary: deeper, emerges, larger, seedling, thick, trunk Language & Content Use: Extension Activity: Make Your Own Sunflower

	Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>	Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 7 Routines	Rhyme: <i>Oats, Peas, Beans, and Barley Grow</i> Continue Established Routines	
Day 7 Small Group 1	Sound - Letter Correspondence: Warm Up: Sound Picture Review Initial Sound: Removing Initial Sounds	
Day 7 Small Group 2		Writing Strokes: Warm Up: My First Strokes Book Writing Strokes: Writing with Primary Crayons
Day 7 L&L Picture Talk		Speaking and Listening: <i>Plants Grow</i> Deepening Understanding: trunk Language & Content Use: Extension Activity: Make Your Own Sunflower
Days 8–10 Pausing Point 1	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: Student Performance Task Assessment, Skills Review, Listening & Learning Review	
Day 11 Routines	Rhyme: <i>Ring Around the Rosey</i> Alphabet Knowledge: Attendance: Naming Letters During Morning Circle	
Day 11 Small Group 1	Sound - Letter Correspondence: Warm Up: Sound Picture Review Initial Sound: Initial Sound Mystery Box	
Day 11 Small Group 2		Dictation: Tell Your Own Story
Day 11 L&L Read- Aloud		Speaking and Listening: <i>Plants Have Basic Needs</i> Core Vocabulary: collect, garden, healthy, plant, soak Language & Content Use: Extension Activity: Nature Walk
Day 12 Routines	Rhyme: <i>Ring Around the Rosey</i> Continue Established Routines	

	Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>	Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 12 Small Group 1	Initial Sound/Sound-Letter Correspondence: Initial Sound Matches	
Day 12 Small Group 2	Sound-Letter Correspondence: Warm Up: Sound Picture Review	Writing: Draw the Sound Picture for /t/
Day 12 L&L Picture Talk		Speaking and Listening: <i>Plants Have Basic Needs</i> Deepening Understanding: Hands on Learning: Plants Experiment Language & Content Use: Extension Activity: Nature Walk
Day 13 Routines	Rhyme/Alliteration: <i>Peter Piper</i> Continue Established Routines	
Day 13 Small Group 1	Initial Sound/Sound-Letter Correspondence: Initial Sound Matches	
Day 13 Small Group 2		Sequencing Events: What Will Happen Next?
Day 13 L&L Trade Book		Speaking and Listening: <i>Flowers</i> , by Vijaya Khisty Bodach Core Vocabulary: bloom, nectar, petals, raw, sip Language & Content Use: Extension Activity: Nature Walk
Day 14 Routines	Rhyme/Alliteration: <i>Peter Piper</i> Continue Established Routines	
Day 14 Small Group 1	Initial Sound: Initial Sound Lists Phonological Awareness: Robot Talk: Two-Sound Words	
Day 14 Small Group 2	Sound - Letter Correspondence: Warm Up: Sound Picture Review Initial Sound/Sound-Letter Correspondence: Circle the Sound Picture for /t/	

Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 14 L&L Trade Book		Speaking and Listening: <i>Flowers</i> , by Vijaya Khisty Bodach Deepening Understanding: sip Language & Content Use: Extension Activity: Nature Walk
Day 15 Routines	Rhyme/Alliteration: <i>Tippety, Tippety</i> Continue Established Routines	
Day 15 Small Group 1	Initial Sound: Initial Sound Lists Sounds in Words: Two-Sound Word Hunt	
Day 15 Small Group 2	Sound-Letter Correspondence: Warm Up: Sound Picture Review	Handwriting: Draw the Sound Picture for /d/
Day 15 L&L Trade Book		Speaking and Listening: <i>A Fruit Is a Suitcase for Seeds</i> , by Jean Richards and illustrated by Anca Hariton Core Vocabulary: crowded, fruit, pit, suitcase, travel Language & Content Use: Extension Activity: Fruit Prints
Day 16 Routines	Rhyme/Alliteration: <i>Tippety, Tippety</i> Continue Established Routines	
Day 16 Small Group 1	Sound - Letter Correspondence: Warm Up: Sound Picture Review Word Awareness: Make a Match	
Day 16 Small Group 2		Dictation: Retell the Ending
Day 16 L&L Read-Aloud		Speaking and Listening: <i>Plants Are Important to Humans and Animals</i> Core Vocabulary: important, oxygen, root, vegetables, shade Language & Content Use: Extension Activity: Fruit Prints

	Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>	Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 17 Routines	Rhyme/Alliteration: <i>Tippety, Tippety</i> Continue Established Routines	
Day 17 Small Group 1	Syllable Segment: Pushing Blocks for Sounds	
Day 17 Small Group 2	Sound - Letter Correspondence: Warm Up: Sound Picture Review Initial Sound: Write the Initial Sound	
Day 17 L&L Hands on Learning		Speaking and Listening: <i>Tasting Fruits and Vegetables</i> Language & Content Use: Extension Activity: Fruit Prints
Days 18–20 Pausing Point 2	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: Skills Review, Listening & Learning Review	

Learning Center: Library Dramatic Play Center

Content Objectives

- Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- Name one plant and two animals that live in the woodland
- Identify by name the pond habitat when shown a picture of the pond
- Name one plant and two animals that live in the pond
- Identify by name the ocean habitat when shown a picture of the ocean
- Name three animals that live in the ocean
- State that the ocean habitat has salty water and a sandy beach
- Identify by name the desert habitat when shown a picture of the desert
- Name one plant and two animals that live in the desert
- State that the desert habitat is hot and dry
- Identify by name the farm habitat when shown a picture of the farm
- Name one plant and two animals that live on the farm
- State that the food humans eat is grown on farms

ELA Objectives

- Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter (RI.P.5, RF.P.1a)
- Hold a book correctly, turning the pages, while pretend-reading (RF.P.4)
- Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question (W.P.8)
- Recognize, call by name, and indicate the role of school personnel (SL.P.1c)
- Greet adults as “Mr. (name),” and/or “Ms. or Mrs. (name)” (SL.P.1c)
- Ask questions about oral directions or verbal explanations (SL.P.2)
- Describe an event or task that one has just experienced in the immediate past (SL.P.4)
- Describe an event or task that will take place in the future (SL.P.4)
- Understand and use the negative forms of declarative sentences, questions, and imperatives. (L.P.1f)

Transition Cards: Habitats

Content Objectives

- Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- Name one plant and two animals that live in the woodland
- Identify by name the pond habitat when shown a picture of the pond

ELA Objectives

- With prompting and support, sort, classify, and describe pictures according to categories (habitats) explained in nonfiction read-alouds (RI.P.3)
- Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- Classify by other conceptual categories (L.P.5a)

Scope and Sequence • Habitats Domain 5 • PreK

- Name one plant and two animals that live in the pond
- Identify by name the ocean habitat when shown a picture of the ocean
- Name three animals that live in the ocean
- Identify by name the desert habitat when shown a picture of the desert
- Name one plant and two animals that live in the desert
- Identify by name the farm habitat when shown a picture of the farm
- Name one plant and two animals that live on the farm
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)

Transition Cards: Sound Pictures and Initial Sounds

ELA Objectives

- With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- Give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

Routines: Continue conducting the daily routines introduced during the *All About Me, Families and Communities, Animals and Plants* domains. During the *Habitats* domain, By the start of the *Habitats* domain, students are very familiar with the general schedule and rhythm of the school day. They may even independently transition from one familiar routine to the next. Students are also writing their own names. The routine modified in this domain is:

Routines: Writing name to make a choice

ELA Objectives

- Associate spoken and written language by matching written word labels with spoken words, such as the student's
- Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- Write the first letter of one's first name using a capital letter (L.P.2a)
- Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)

Note: These objectives are consistently addressed throughout the Listening and Learning portion of the domain	<i>With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)</i>
	<i>With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)</i>
	<i>With prompting and support, retell important facts and information from the read-aloud (RI.P.2)</i>
	<i>With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)</i>
	<i>With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)</i>
	<i>Understand and use precise nouns and verbs related to plants (L.P.1b)</i>
	<i>With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)</i>
	<i>Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)</i>
	<i>Ask questions about oral directions or verbal explanations (SL.P.2)</i>
	<i>Restate oral directions or verbal explanations (SL.P.2)</i>
<i>With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)</i>	
<i>Describe an event or task that one is in the process of completing (SL.P.4)</i>	
<i>Express personal needs and desires verbally in a comprehensible manner (SL.P.6)</i>	

	Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>	Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 1 Routines	Rhyme: <i>Bat, Bat</i> Continue Established Routines	Name Writing: Writing Name to Make Choices
Day 1 Small Group 1		Writing Letters: Warm Up: Sound Picture Review Writing Letters: Draw the Sound Picture for /o/
Day 1 Small Group 2	Initial Sound: Warm Up: Call and Response: Initial Sounds Initial Sound: Beginning Sound Match	
Day 1 L&L Read-Aloud		Speaking and Listening: <i>Woodland</i> Core Vocabulary: bank, damp, fragile, hike, shady, tiptoe Language & Content Use: Extension Activity: Woodland Mural

Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 2 Routines	Rhyme: <i>Bat, Bat</i> Continue Established Routines	
Day 2 Small Group 1	Sound-Letter Correspondence: Warm Up: Sound Picture Review Sound-Letter Correspondence: Circle the Sound Picture 'o'	Writing: Circle the Sound Picture 'o'
Day 2 Small Group 2	Initial Sound: Warm Up: Call and Response: Initial Sounds Phonological Awareness: Teacher, Teacher, May I Cross the Bridge?	
Day 2 L&L Picture Talk		Speaking and Listening: <i>Woodland</i> Deepening Understanding: fragile Core Vocabulary: bank, damp, fragile, hike, shady, tiptoe Language & Content Use: Extension Activity: Woodland Mural
Day 3 Routines	Rhyme: <i>Row, Row, Row Your Boat</i> Continue Established Routines	
Day 3 Small Group 1	Initial Sound: Warm Up: Does It Start with /o/? Syllable Blending: Oral Blending: Three-Sound Words	
Day 3 Small Group 2		Dictation: Story Dictation
Day 3 L&L Trade Book		Speaking and Listening: <i>In the Woods: Who's Been Here?</i> , by Lindsay Barrett George Core Vocabulary: autumn, boulder, clearing, clump, gnawed Language & Content Use: Extension Activity: Woodland Mural
Day 4 Routines	Rhyme: <i>Row, Row, Row Your Boat</i> Continue Established Routines	

Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 4 Small Group 1	Initial Sound: Warm Up: Does It Start with /o/? Syllable Blending: Oral Blending: Three-Sound Words	
Day 4 Small Group 2	Word Awareness: Class Book: In the Woods	
Day 4 L&L Trade Book		Speaking and Listening: <i>In the Woods: Who's Been Here?</i> , by Lindsay Barrett George Deepening Understanding: autumn Core Vocabulary: autumn, boulder, clearing, clump, gnawed Language & Content Use: Extension Activity: Woodland Mural
Day 5 Routines	Rhyme: <i>Once I Saw a Little Bird</i> Continue Established Routines	
Day 5 Small Group 1	Sound-Letter Correspondence: Warm Up: Sound Picture Review	Writing Letters: Draw the Sound Picture for /k/
Day 5 Small Group 2	Word Awareness: Class Book: In the Woods	
Day 5 L&L Trade Book		Speaking and Listening: <i>Life in a Pond</i> , by Carol K. Lindeen Core Vocabulary: dive, lake, still Language & Content Use: Extension Activity: Pond Mural
Day 6 Routines	Rhyme: <i>Once I Saw a Little Bird</i> Continue Established Routines	
Day 6 Small Group 1	Sound-Letter Correspondence: Warm Up: Sound Picture Review Sound-Letter Correspondence Circle the Sound Picture 'c'	Writing: Warm Up: Sound Picture Review Writing: Circle the Sound Picture 'c'
Day 6 Small Group 2	Initial Sound: Warm Up: Call and Response: Initial Sounds Initial Sound: Sound Picture Board Game	

Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 6 L&L Read-aloud		Speaking and Listening: <i>Pond</i> Core Vocabulary: croaking, crouching, murky, reeds, shallow Language & Content Use: Extension Activity: Pond Mural
Day 7 Routines	Rhyme: <i>Nursery Rhyme Review</i> Continue Established Routines	
Day 7 Small Group 1	Initial Sound: Warm Up: Does It Start with /k/? Syllable Blending: Oral Blending: Three-Sound Words	
Day 7 Small Group 2	Initial Sound: Warm Up: Call and Response: Initial Sounds Initial Sound: Sound Picture Board Game	
Day 7 L&L Picture Talk		Speaking and Listening: <i>Pond</i> Deepening Understanding: shallow Core Vocabulary: croaking, crouching, murky, reeds, shallow Language & Content Use: Extension Activity: Pond Mural
Days 8-10 Pausing Point 1	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: Student Performance Task Assessment, Skills Review, Listening & Learning Review	
Day 11 Routines	Rhyme: <i>“At the Seaside” by Robert Louis Stevenson</i> Continue Established Routines	
Day 11 Small Group 1	Sound-Letter Correspondence: Warm Up: Sound Picture Review	Writing Letters: Draw the Sound Picture for /g/
Day 11 Small Group 2	Blending Syllables: Warm Up: Call and Response: Blending Three-Sound Words Initial Sound: Color the Balloons	

Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>		Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 11 L&L Read-Aloud		Speaking and Listening: <i>Ocean</i> Core Vocabulary: burrow, enormous, tidal pool, wading, waves Language & Content Use: Extension Activity: Ocean Mural
Day 12 Routines	Rhyme: <i>“At the Seaside” by Robert Louis Stevenson</i> Continue Established Routines	
Day 12 Small Group 1	Sound-Letter Correspondence: Warm Up: Sound Picture Review Sounds in Words: Circle the Sound Picture ‘g’	
Day 12 Small Group 2	Sound Letter Correspondence: Sound Picture Fishing Game	
Day 12 L&L Picture Talk		Speaking and Listening: <i>Ocean</i> Deepening Understanding: enormous Core Vocabulary: burrow, enormous, tidal pool, wading, waves Language & Content Use: Extension Activity: Ocean Mural
Day 13 Routines	Rhyme: <i>To Market, To Market</i> Continue Established Routines	
Day 13 Small Group 1	Blending Syllables: Blending Sounds Train	
Day 13 Small Group 2	Blending Syllables: Warm Up: Call and Response: Blending Three-Sound Words Syllable Segmentation: Oral Segmenting: Three-Sound Words	
Day 13 L&L Read-Aloud		Speaking and Listening: <i>Desert</i> Core Vocabulary: binoculars, dart, peer, prickly, sandy, scurry Language & Content Use: Extension Activity: Desert Mural
Day 14 Routines	Rhyme: <i>To Market, To Market</i> Continue Established Routines	

		Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>	Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 14 Small Group 1	Sound-Letter Correspondence: Warm Up: Sound Picture Review		Writing Letters: Draw the Sound Picture for /i/
Day 14 Small Group 2	Blending Syllables: Warm Up: Call and Response: Blending Three-Sound Words Initial Sound: Initial Sound Storybook Reading		
Day 14 L&L Picture Talk			Speaking and Listening: <i>Desert</i> Deepening Understanding: prickly Core Vocabulary: binoculars, dart, peer, prickly, sandy, scurry Language & Content Use: Extension Activity: Desert Mural
Day 15 Routines	Rhyme: <i>Nursery Rhyme Review</i> Continue Established Routines		
Day 15 Small Group 1	Sound-Picture Correspondence: Warm Up: Sound Picture Review Sounds in Words: Circle the Sound Picture 'i'		
Day 15 Small Group 2	Blending Syllables: Warm Up: Call and Response: Blending Three-Sound Words		Writing: Making Letters with Play Dough
Day 15 L&L Trade Book			Speaking and Listening: <i>Here is the Southwestern Desert</i> , by Madeleine Dunphy Core Vocabulary: badger, basks, blazes, chases, hisses Language & Content Use: Extension Activity: Desert Mural
Day 16 Routines	Onomatopoeia/ Rhyme: <i>Old MacDonald</i> Continue Established Routines		
Day 16 Small Group 1	Sounds in Words: Blending Sounds Train		

	Emerging Skills in Reading <i>Phonological Awareness, Print Concepts, Alphabet Knowledge</i>	Emerging Skills in Writing <i>Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling</i>
Day 16 Small Group 2	Initial Sounds: Warm Up: Call and Response: Initial Sounds	Writing: Making Letters with Play Dough
Day 16 L&L Read-Aloud		Speaking and Listening: <i>Farm</i> Core Vocabulary: coop, hay, flow, pasture, rooting, shearing, wool Language & Content Use: Extension Activity: Farm Mural
Day 17 Routines	Rhyme: <i>Nursery Rhyme Review</i> Continue Established Routines	
Day 17 Small Group 1	Sounds in Words: Blending Sounds Train	
Day 17 Small Group 2	Blending Syllables: Warm Up: Call and Response: Blending Three-Sound Words Syllable Segmentation: Oral Segmenting: Three-Sound Words	
Day 17 L&L Picture Talk		Speaking and Listening: <i>Farm</i> Deepening Understanding: rooting Core Vocabulary: coop, hay, flow, pasture, rooting, shearing, wool Language & Content Use: Extension Activity: Farm Mural
Days 18-20 Pausing Point 2	Pausing Points are opportunities to review, reinforce, or extend the content taught thus far. This Pausing Point includes: Skills Review, Listening & Learning Review	

The Classic Tales and Important People in American History domains contain content intended to be taught throughout the year. Thus, these domains' Teacher Guides only include instruction related to the Listening & Learning strand. On days when these lessons are taught, teachers should continue the daily routines previously implemented and use the Small Group Skills time for additional practice and remediation of skills as needed.

Note: These objectives are consistently addressed throughout the Listening and Learning portion of the domain	<i>With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)</i>
	<i>With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)</i>
	<i>With prompting and support, retell important facts and information from the read-aloud (RI.P.2)</i>
	<i>With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)</i>
	<i>With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)</i>
	<i>Understand and use precise nouns and verbs related to plants (L.P.1b)</i>
	<i>With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)</i>
	<i>Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)</i>
	<i>Ask questions about oral directions or verbal explanations (SL.P.2)</i>
	<i>Restate oral directions or verbal explanations (SL.P.2)</i>
	<i>With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)</i>
	<i>Describe an event or task that one is in the process of completing (SL.P.4)</i>
<i>Express personal needs and desires verbally in a comprehensible manner (SL.P.6)</i>	

Emerging Skills in Writing

Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling

Day 1A	Speaking and Listening: The Lion and the Mouse
L&L Read-Aloud	Core Vocabulary: accident, great, promise

Emerging Skills in Writing

Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling

Day 1B L&L Review/Word Work/Extensions	Speaking and Listening: The Lion and the Mouse Deepening Understanding: Act It Out, Is It or Isn't It? Word Work: accident Core Vocabulary: accident, great, promise Language & Content Use: Extension Activity: Let's Tell a Story, What Happens Next?
Day 2A L&L Read-Aloud	Speaking and Listening: The City Mouse and the Country Mouse Core Vocabulary: escaped, feast, grand, silverware
Day 2B L&L Review/Word Work/Extensions	Speaking and Listening: The City Mouse and the Country Mouse Deepening Understanding: Thumbs Up or Thumbs Down? Word Work: feast Core Vocabulary: escaped, feast, grand, silverware Language & Content Use: Extension Activity: Identifying the Setting, Comparison Activity
Lesson 3A L&L Read-Aloud	Speaking and Listening: Goldilocks and the Three Bears Core Vocabulary: finally, forest, startled, tiny
Lesson 3B L&L Review/Word Work/Extensions	Speaking and Listening: Goldilocks and the Three Bears Deepening Understanding: Is It or Isn't It? Word Work: tiny Core Vocabulary: finally, forest, startled, tiny Language & Content Use: Extension Activity: Let's Tell a Story
Lesson 4A L&L Read-Aloud	Speaking and Listening: The Gingerbread Man Core Vocabulary: away, clever, mixture, tasty
Lesson 4B L&L Review/Word Work/Extensions	Speaking and Listening: The Gingerbread Man Deepening Understanding: Act It Out Word Work: away Core Vocabulary: away, clever, mixture, tasty Language & Content Use: Extension Activity: Let's Tell a Story

Emerging Skills in Writing

*Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling*Domain 1
Assessment

Lesson 5A L&L Read-Aloud	Speaking and Listening: The Shoemaker and the Elves Core Vocabulary: evening, morning, perfectly, poor, worried
Lesson 5B L&L Review/Word Work/Extensions	Speaking and Listening: The Shoemaker and the Elves Deepening Understanding: Venn Diagram Word Work: morning Core Vocabulary: evening, morning, perfectly, poor, worried Language & Content Use: Extension Activity: Image Review, What Happens Next?
Lesson 6A L&L Read-Aloud	Speaking and Listening: Little Red Hen Core Vocabulary: happily, harvested, lazy, relax, wonderful
Lesson 6B L&L Review/Word Work/Extensions	Speaking and Listening: Little Red Hen Deepening Understanding: Is It or Isn't It? Word Work: wonderful Core Vocabulary: happily, harvested, lazy, relax, wonderful Language & Content Use: Extension Activity: What Happens Next?, Help the Little Red Hen
Lesson 7A L&L Read-Aloud	Speaking and Listening: Thumbelina Core Vocabulary: beautiful, crown, floated, underground
Lesson 7B L&L Review/Word Work/Extensions	Speaking and Listening: Thumbelina Core Vocabulary: beautiful, crown, floated, underground Language & Content Use: Extension Activity: Dear Swallow
Lesson 8A L&L Read-Aloud	Speaking and Listening: How Turtle Cracked His Shell Core Vocabulary: flying south, summer, tightly, winter, wonder

Emerging Skills in Writing

Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling

Lesson 8B	Speaking and Listening: How Turtle Cracked His Shell
L&L	Deepening Understanding: Sing a Song
Review/Word Work/Extensions	Word Work: wonder Core Vocabulary: flying south, summer, tightly, winter, wonder Language & Content Use: Extension Activity: What Happens Next?
Lesson 9A	Speaking and Listening: Why Flies Buzz
L&L Read-Aloud	Core Vocabulary: advice, coconut, politely, punishment, trampled
Lesson 9B	Speaking and Listening: Why Flies Buzz
L&L	Core Vocabulary: advice, coconut, politely, punishment, trampled
Review/Word Work/Extensions	Language & Content Use: Extension Activity: What Would the Fly Say?
Lesson 10A	Speaking and Listening: The Three Little Pigs
L&L Read-Aloud	Core Vocabulary: afternoon, cart, chimney, continued, lane, hurried
Lesson 10B	Speaking and Listening: <i>The True Story of the Three Little Pigs!</i> by Jon Scieszka
L&L Trade Book	Core Vocabulary: diet, spoil, rude, dead as a doornail Language & Content Use: Extension Activity: Comparing Two Stories: Venn Diagram
Domain Assessment 2	

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<p>Note: These objectives are consistently addressed throughout the Listening and Learning portion of the domain</p>	<i>With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)</i>
	<i>With prompting and support, ask and answer who, what, where, when, and why questions about a read-aloud (RI.P.1, SL.P.2, SL.P.3)</i>
	<i>With prompting and support, retell important facts and information from the read-aloud (RI.P.2)</i>
	<i>With prompting and support, ask and answer questions about unknown words in the read-aloud (RI.P.4)</i>
	<i>With prompting and support, use words and phrases acquired through reading and responding to the read-aloud (L.P.6)</i>
	<i>Understand and use precise nouns and verbs related to plants (L.P.1b)</i>
	<i>With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text, naming the topic and supplying some information about the topic (W.P.2, W.P.8)</i>
	<i>Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)</i>
	<i>Ask questions about oral directions or verbal explanations (SL.P.2)</i>
	<i>Restate oral directions or verbal explanations (SL.P.2)</i>
<i>With prompting and support, ask appropriately for the help of an adult when needed (SL.P.3)</i>	
<i>Describe an event or task that one is in the process of completing (SL.P.4)</i>	
<i>Express personal needs and desires verbally in a comprehensible manner (SL.P.6)</i>	

Emerging Skills in Writing

Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling

Lesson 1A	Speaking and Listening: The Native Americans
L&L Read-Aloud	Deepening Understanding: Native Americans
	Core Vocabulary: baskets, before, cities, many, Native Americans
	Language & Content Use: Extension Activity: Native American Chart

Emerging Skills in Writing

Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling

Lesson 1B L&L Picture Talk	<p>Speaking and Listening: The Native Americans</p> <p>Deepening Understanding: before</p> <p>Core Vocabulary: baskets, before, cities, many, Native Americans</p> <p>Language & Content Use: Extension Activity: Native American Chart</p>
Lesson 2A L&L Read- Aloud	<p>Speaking and Listening: The Pilgrims</p> <p>Deepening Understanding: Pilgrims</p> <p>Core Vocabulary: England, harvest, king, Pilgrims, ship, Thanksgiving</p> <p>Language & Content Use: Extension Activity: Activity Pages 2A-1—2A-2: Tell Me About the Native Americans and the Pilgrims</p>
Lesson 2B L&L Picture Talk	<p>Speaking and Listening: The Pilgrims</p> <p>Deepening Understanding: harvest</p> <p>Core Vocabulary: England, harvest, king, Pilgrims, ship, Thanksgiving</p> <p>Language & Content Use: Extension Activity: Activity Pages 2A-1—2A-2: Tell Me About the Native Americans and the Pilgrims</p>
Lesson 3A L&L Read- Aloud	<p>Speaking and Listening: <i>Happy Birthday, Martin Luther King</i> by Jean Marzollo</p> <p>Deepening Understanding: peaceful</p> <p>Core Vocabulary: dream, peaceful, solve, talent</p> <p>Language & Content Use: Extension Activity: Kindness Cards</p>
Lesson 3B L&L Picture Talk	<p>Speaking and Listening: <i>Happy Birthday, Martin Luther King</i> by Jean Marzollo</p> <p>Deepening Understanding: dream</p> <p>Core Vocabulary: dream, peaceful, solve, talent</p> <p>Language & Content Use: Extension Activity: Kindness Cards</p>
Lesson 4A L&L Read- Aloud	<p>Speaking and Listening: Barack Obama</p> <p>Deepening Understanding: laws</p> <p>Core Vocabulary: different, laws, office, president, voted</p> <p>Language & Content Use: Extension Activity: Cast a Ballot</p>

Emerging Skills in Writing

Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling

Lesson 4B L&L Picture Talk	<p>Speaking and Listening: Barack Obama</p> <p>Deepening Understanding: president</p> <p>Core Vocabulary: different, laws, office, president, voted</p> <p>Language & Content Use: Extension Activity: Cast a Ballot</p>
Optional Bonus Lessons	
Lesson 5A L&L Read- Aloud	<p>Speaking and Listening: Abraham Lincoln</p> <p>Deepening Understanding: honest</p> <p>Core Vocabulary: ax, beside, borrowed, fireplace, honest, ruined, terrible</p> <p>Language & Content Use: Extension Activity: Pennies and Quarters</p>
Lesson 5B L&L Picture Talk	<p>Speaking and Listening: Abraham Lincoln</p> <p>Deepening Understanding: beside</p> <p>Core Vocabulary: ax, beside, borrowed, fireplace, honest, ruined, terrible</p> <p>Language & Content Use: Extension Activity: Pennies and Quarters</p>
Lesson 6A L&L Read- Aloud	<p>Speaking and Listening: Sally Ride</p> <p>Deepening Understanding: outer space</p> <p>Core Vocabulary: adventurous, astronaut, decided, launch, outer, space, space shuttle, scientist</p> <p>Language & Content Use: Extension Activity: Name Space Shuttles</p>
Lesson 6B L&L Picture Talk	<p>Speaking and Listening: Sally Ride</p> <p>Deepening Understanding: decided</p> <p>Core Vocabulary: adventurous, astronaut, decided, launch, outer, space, space shuttle, scientist</p> <p>Language & Content Use: Extension Activity: Sally Ride Bulletin Board</p>
Lesson 7A L&L Read- Aloud	<p>Speaking and Listening: Sonia Sotomayor</p> <p>Deepening Understanding: What's the Big Idea: judge</p> <p>Core Vocabulary: bilingual, ceremony, hard, helpful, judge, obey, robe</p> <p>Language & Content Use: Extension Activity: Count to Ten in Spanish</p>

Emerging Skills in Writing

Foundations for Expressive Writing: Handwriting, Language, Content Knowledge, Speaking, Listening, & Storytelling

Lesson 7B
L&L Picture
Talk

Speaking and Listening: Sonia Sotomayor

Deepening Understanding: hard

Core Vocabulary: bilingual, ceremony, hard, helpful, judge, obey, robe **Language & Content Use:** Extension Activity: Count to Ten in Spanish