



**FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES**  
**"Building a Better Future for Every Child - Every Day!"**  
**Summer 2016**

**Subject Content: GENERAL    Grade: HEAD START/PRESCHOOL**

**Indicates the Curriculum Map**

Weeks 1 – 3	Weeks 4 – 6
<b>Unit/Topic</b> <b>WEEK 1: HEAD START ROCKS(WELCOME/LET'S GET ACQUANTIED)</b> <b>WEEK 2: GET ON BOARD THE SAFETY TRAIN</b> <b>WEEK 3: ALL ABOUT ME AND MY FAMILY/CHAIR STUDY</b>	<b>Unit/Topic</b> <b>WEEK 4: LOOK AT THE SHAPE I'M IN AND COLORS</b> <b>WEEK 5: COMMUNITY HELPERS</b> <b>WEEK 6: TRANSPORTATION</b>
<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b>	<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b>
<p><b><u>WEEK 1:</u></b> GOLD Obj:1a, 1b, 1c, 2d, 4, 6, 7a, 7b, 8b, 9b, 10a, 11a, 17a, 20a, 21a, 28, 29, 33, 34</p> <p>KY EC Standards: Arts- 1.2.1, 1.3.1 Language 1.2.2, 2.1.2, 4.2.1; Health- 1.1.4, 1.2.1, 1.2.2 Math-1.1.1, 1.1.2; Pysical-1.1.4 1.4.2, Science-1.1.1; Social Studies-1.4.1, 1.6.2</p> <p>Head Start Framework-Language- -P-ATL 1, 2, 3, P-SE 1, 2, 3, 4 P-LC 1, 4, P-LIT 1, P-MATH 1, 8, 10 P-PMP 1, 6</p> <p>School Readiness Goals: 1, 5, 6, 8, 9, 10, 14, 16</p> <p><b><u>WEEK 2:</u></b> GOLD Obj:1c, 2c, 3a, 6, 7a, 8a, 9d, 11b, 14b, 16a, 18a, 20a, 21b, 26, 29, 35</p> <p>Kentucky Early Childhood Benchmarks-Arts-1.1.2, 1.4.1; Language Arts- 1.2.2, 1.3.2, 2.2.2, 3.1.1; Health-1.1.2, 1.2.4, 1.2.1, 1.4.5 Math-1.2.1, 1.2.6, 1.3.1; Physical Education 1.1.4, 1.4.1; Science 1.1.2; Social Studies 1.1.1, 1.2.1, 1.4.4</p> <p>Head Start Outcomes: P-ATL 10, P-SE 10, P-LC 4, P-LIT 1, P-MATH1, P-MATH3, P-PMP1, P-PMP 6</p> <p>School Readiness Goals: 1, 3, 6, 8, 10, 14, 16</p> <p><b><u>WEEK 3:</u></b> GOLD Obj: 2d, 4, 7b, 8b, 9c, 10b, 11b, 11c, 15a, n 16a, 18a, 19a, 20a, 20b, 22, 25, 26, 28, 29, 30, 31, 32, 33, 36</p>	<p><b><u>WEEK 4:</u></b> GOLD Obj: 1b, 5, 6, 7a, 7b, 8b, 9a, 11c, 12a, 21a, 21b, 22, 23, 24, 25, 28</p> <p>KY EC Standards-Arts 1.1.1, LA-2.1.2, 3.2.1, Health 1.4.2, Math 1.2.1, 1.2.2, 1.2.4, 1.3.2, PE- 1.3.2, Science 1.4.1, Social Studies 1.2.1</p> <p>Head Start Outcomes- P-ATL 6, P-ATL 11, Social Emotional- P-SE 9, Literacy- P-LC 7, P-LIT3, P-LIT 5, MATH P-MATH 5, P-MATH 10, Science- P-SCI 1, P-SCI 5, Gross Motor P-PMP 2, P-PMP 3</p> <p>School Readiness Goals: 1, 2, 4, 5, 8, 10, 11, 13.14, 15</p> <p><b><u>WEEK 5:</u></b> GOLD Obj:1c, 2b, 3a, 4, 9b, 11e, 12b, 13, 14a, 15a, 16a, 16b, 17b, 18b, 19a, 20b21a, 24, 30, 33, 34, 36</p> <p>Kentucky Early Childhood Standards-Arts 1.1.2, 1.4.1, Language Arts 1.2.4, 2.1.4, 2.2.2, 3.4.2, 3.6.1, Health 1.4.2, Math 1.1.5, 1.2.4, 1.3.2, 1.4.5 Physical Education 1.1.4, 1.2.1, 1.4.4, Science 1.2.1, Social Studies1.2.2, 1.3.3, 1.4.1, 1.6.5</p> <p>Head Start Outcomes: P-ATL 13, P-SE 11, P-LC 2, P-LC 6, P-LIT 3, P-LIT 6, P-MATH1, P-MATH 10</p> <p>School readiness goals; 1, 2, 3, 4, 5, 8, 10, 1113, 14, 16</p> <p><b><u>WEEK 6:</u></b>  GOLD Obj; 4, 5, 6, 7a, 8b, 11b, 13, 16a, 19a, 20c, 21b, 22, 23, 24, 32</p>

<p>Kentucky Early Childhood Benchmarks-Arts-1.1.2, 1.1.3, 1.2.3, 1.4.1 Language Arts 1.3.3, 2.2.2, 3.1.3, 4.2.3, 4.3.3, Health and Mental Wellness 1.1.1, 1.4.2, Math 1.2.1, 1.2.3, 1.2.6, Physical Education 1.3.2, 1.4.2, Science 1.1.1, Social Studies 1.2.1, 1.5.1, 1.5.3, 1.6.1</p> <p>Head Start Outcomes: P-ATL 9, P-SE 3, P-LC 1, P-LIT 3, P-LIT 6, P-MATH 2, P-MATH 10, P-PMP 1, P-PMP 3, P-PMP 4, P-PMP 6,</p> <p>School readiness goals: 1, 2, 3, 5, 8, 9, 11, 14, 16</p> <p><b><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></b></p>	<p>KY EC Standards: Arts 1.1.1, 2.1.2, 3.3.3, 4.3.5 Health-1.1.5 Math-1.1.5, 1.1.7, 1.2.1, 1.3.4 Physical-1.2.2, 1.3.2 Science-1.1.3, 1.2.2, 1.4.3, 1.5.3 Social Studies-1.2.3</p> <p>Head Start Outcomes: P-ATL 4, P-ATL 8, P-ATL 13, P-SE 4, P-LC 4, P-LIT 3, P-LIT 5, P-MATH 2, P-SCI 2, PSCI 3, PSCI 6, P-PMP 6,</p> <p>School readiness goals: 1, 2, 3, 4, 6, 8, 10, 11, 14, 15</p> <p><b><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning</i></b></p>
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CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Identify Sub-Topics</b> <b>WELCOME/ LET'S GET ACQUAINTED- RULES, ROUTINES, PROCEDURES</b></p>	<p><b>Identify Sub-Topics</b> <b>SAFETY DRILLS, PROCEDURES EVACUATIONS</b></p>	<p><b>Identify Sub-Topics</b> <b>ALL ABOUT ME, FAMILY, ADDRESS, LIKES,DIFFERENCES</b></p>	<p><b>Identify Sub-Topics</b> <b>SHAPES, COLORS, HUE, 3 DIMENSIONAL, 2 DIMENSIONAL SHAPES</b></p>	<p><b>Identify Sub-Topics</b> <b>COMMUNITY HELPERS, JOB, CAREERS</b></p>	<p><b>Identify Sub-Topics</b> <b>TRAVEL, VEHICLE, TRANSPORTATION</b></p>
<p><b>I CAN STATEMENTS</b> I can name my school.  I can name my new friends.  I can name my teachers.  I can recognize some colors.  I can count to tell how many up to 5. I can recognize the</p>	<p><b>I CAN STATEMENTS:</b> I can take care of my needs with adult support as needed.  I can follow the daily routine.  I can recite numbers.  I CAN ANSWER QUESTIONS TO A STORY READ.  I can make guess to what may occur.</p>	<p><b>I CAN STATEMENTS:</b> I can tell how things are same and different.  I can act out a story.  I can recognize colors.  I CAN COUNT TO 10.  I can talk about myself and others.  I can identify a girl and boys. I can write some letters in my name.</p>	<p><b>I CAN STATEMENTS:</b> I can recognize and describe a circle.  I can name the color red. I can draw a circle.  I can recognize and describe a square.  I can name the color green.  I can draw a square. <b>I CAN USE SCRIBBLE WRITING OR LETTER LIKE FORMS TO</b></p>	<p><b>I CAN STATEMENTS:</b> I CAN RECOGNIZE DIFFERENT PEOPLE HAVE DIFFERENT JOBS IN MY COMMUNITY.  I CAN RECOGNIZE NUMBERS 9-1-1  I CAN NAME BASIC FIRE SAFETY RULES. I CAN FIND THE FRONT AND BACK COVER OF A BOOK.  I CAN RECOGNIZE EXAMPLES OF AUTHORITY</p>	<p><b>I CAN STATEMENTS:</b> I can define transportation.  I can draw / trace numbers, letters, &amp; shapes.  I can understand that what is said can be written down.  I can sort types of transportation based on where they are used.  I can explore cause &amp; effect.  I can count to 20 and beyond.  I can write my first and last name.  I can explain how wheels help people.</p>

<p>first letter in my name.</p> <p>I can follow simple directions.</p> <p>I can match things.</p> <p>I can recognize colors.</p> <p>I can count to tell how many up to 5.</p> <p>I can recognize the first letter in my name.</p> <p>I can locate things around me.</p> <p>I can count orally to five.</p> <p>I can recognize the first letter in my name.</p> <p>I can talk about things.</p> <p>I can tell who is in charge.</p> <p>I can count to and tell how many up to 5.</p> <p>I can recognize the</p>	<p>I can put things in groups.</p> <p>I can tell the rules in different places.</p> <p>I can recognize some uppercase letters.</p> <p>I can follow basic safety rules.</p> <p>I can count five things in order.</p> <p>I can hold a book correctly.</p> <p>I can make marks on paper.</p> <p>I can write or draw.</p> <p>I can match object.</p> <p>I CAN EXPLAIN THE PROCEDURE FOR AN EARTHQUAKE DRILL</p>	<p>I CAN PLACE OBJECTS IN CATEGORIES.</p> <p>I can used different things to measure.</p> <p>I can count more than five things in order.</p> <p>I CAN RECOGNIZE LETTERS A AND B.</p> <p>I CAN TELL YOU ABOUT MY FAVORITE THINGS</p> <p>I can use different lines and shapes to write letters.</p> <p>I can tell you about me.</p> <p>I CAN COUNT MY FINGERS.</p>	<p>REPRESENT IDEAS.</p> <p>I can recognize and describe a rectangle.</p> <p>I can name the color blue.</p> <p>I can draw a rectangle.</p> <p>I CAN MAKE SOME LETTER SOUND CONNECTIONS.</p> <p>I can recognize and describe a triangle.</p> <p>I can name the color yellow.</p> <p>I can create simple shapes using my favorite color.</p> <p>I can share and take turns.</p>	<p>I CAN COUNT IN SEQUENCE TO 10 AND BEYOND</p> <p>I can RECOGNIZE LETTERS A, B, C.</p> <p>I CAN TAKE CARE OF PERSONAL HEALTH/SAFETY NEEDS.</p> <p>I can count more than ten things in order.</p> <p>I can put a puzzle together.</p> <p>I CAN TELL WHAT AN AUTHOR DOES</p>	<p>I can explain why some wheels roll faster than others.</p> <p>I can draw a picture to explain my ideas.</p>
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first letter in my name.					
<b>Critical Vocabulary</b> routine, procedures, hello, classmates, friends, rules, principal, teacher, cafeteria, lunchroom, gym, office, janitor, secretary	<b>Critical Vocabulary</b> pedestrian, safety, road, street, police, fire drill, tornado, earthquake, hazard, 911, evacuation	<b>Critical Vocabulary</b> favorite, like, dislike, same, different, similar, unique, special, colors, multicultural	<b>Critical Vocabulary</b> Shapes, circle, square, rectangle, red, yellow, green, blue, colors, hue, 3 dimensional shapes, 2 dimensional shapes	<b>Critical Vocabulary</b> community helpers, flame, firefighter, officer, badge, dentist, floss, doctor, nurse, stethoscope, career, job	<b>Critical Vocabulary</b> Transportation, travel, vehicle, automobile, sailboat, submarine, ship, locomotive, engine, caboose, airplane, airport, helicopter
<b>Suggested Strategies/Activities</b>  Use bear puppet to discuss rules, routines and procedures and use puppet as you read Circle Time behavior big book (pattern from sparklebox.org).  Discuss appropriate behaviors on the carpet. Take pictures of students each sitting correctly on carpet to post around the circle time area.  Have a toy microphone or karaoke machine and have each child come up and say their name and	<b>Suggested Strategies/Activities</b>  Transportation sorting game  Paper plate, red paint, letters from accucut s, t, o, p and encourage them to make a stop sign  Smoke Detector Craft- white paper plate, wiggly eyes, pompom for nose, red paper for mouth and make a smoke detector and teach children this poem. You can print out and glue it on the back side of the pretend smoke detector- Always Alert I'm a smoke detector and I say "Beep", I'm your nose when you're asleep. If there's a fire and smoke is all around,	<b>Suggested Strategies/Activities</b>  IDENTIFYING BODY PARTS-Large dress up mirror or hand mirror or one attached to the wall. Invite the children to look at themselves. Encourage them to talk about themselves - the color of their hair, eyes, skin, fingers, and so on. Help them to see the differences between the children. For example, Susie may have brown hair and Sam has blonde hair.  Encourage to write name on index card and take ink pads(washable) make fingerprints on cards  Scales and growth chart- Measure and record height  COUNTING UP TO 20 USING THE NUMBER LINE	<b>Suggested Strategies/Activities</b>  Describe a circle using red paint and cups of various sizes  Square-empty food boxes, berry containers, bread, crackers and discuss shape in our every day environment  Go on shape hunt  Shape and color bingo  Shape math	<b>Suggested Strategies/Activities</b>  SCHOOL READINESS: COUNTING AND BIRTHDATE Counting skills and number recognition - Students make a cake out of playdoh and count play-dough-dough candles in play-dough  SCHOOL READINESS: Letters using Tooth Paste Play dough Letter Cards (pattern from makelearningfun.com)  SCHOOL READINESS: Letters using tongue depressors (wide craft sticks  Finger prints -Each child's hand is traced on a sheet of paper. Take ink pad and stick to the finger on the hand outline. Look at the fingerprints with a magnifying	<b>Suggested Strategies/Activities</b>  Highway numbers, letters and shape cards from makelearningfun.com and a variety of toy cars. Encourage students to roll cars over the letter as they say letter name and sound.  Encourage students to form a boat from clay and see if it will float. Encourage students to place counters in the boat to see how many the boat will hold without sinking. Can also do this with foil.  Name trains-glue squares with the letters of their name on a strip of paper to make a name train. Add a paper engine and draw on the wheel  SCHOOL READINESS: NUMBER WORD WRAP BY HARRY KINDERGARTENYOUTUBE  SCHOOL READINESS: CAR COLOR WORD MATCHING FROM PREKINDERS

<p>something about themselves.</p> <p>Constructed response: We have been learning school rules and routines. Illustrate a classroom rule and describe why we have that rule</p> <p>RECITE THE ALPHABET AS YOU POINT TO LETTERS ON THE ALPHABET CHART</p>	<p>I'll wake you up with a very loud sound</p> <p>RECITE THE ALPHABET AS YOU POINT TO LETTERS ON THE ALPHABET CHART</p>			<p>glass, and talk about ways police detectives use fingerprints</p> <p>Use a clean Styrofoam egg carton and yarn to practice flossing Techniques</p> <p>RECOGNIZING NUMBERS 9-1-1</p>	<p>SCHOOL READINESS: FILL IN MISSING NUMBERS TRAIN ACTIVITY FROM URBRAINY.COM</p>
<p><b>Balanced Assessment: Formative:</b> Teacher Observations Thumbs Up Work Samples</p> <p><b>Summative:</b> Design of Authentic Products Anecdotal Notes GOLD Constructed Response</p> <p><b>Common:</b> LAP Screen DECA Teaching GOLD</p>	<p><b>Balanced Assessment: Formative:</b> Teacher Observations Thumbs Up Work Samples</p> <p><b>Summative:</b> Design of Authentic Products Anecdotal Notes GOLD Constructed Response</p> <p><b>Common:</b> LAP Screen DECA Teaching GOLD</p>	<p><b>Balanced Assessment: Formative:</b> Teacher Observations Work Samples</p> <p><b>Summative:</b> Work Samples Portfolio Anecdotal Note GOLD Constructed Response</p> <p><b>Common:</b> GOLD Anecdotal Notes</p>	<p><b>Balanced Assessment: Formative:</b> Teacher Observations Work Samples</p> <p><b>Summative:</b> Work Samples Portfolio Anecdotal Note GOLD Constructed Response</p> <p><b>Common:</b> GOLD Anecdotal Notes</p>	<p><b>Balanced Assessment: Formative:</b> Teacher Observations Work Samples</p> <p><b>Summative:</b> Work Samples Portfolio Anecdotal Note GOLD Constructed Response</p> <p><b>Common:</b> GOLD Anecdotal Notes</p>	<p><b>Balanced Assessment: Formative:</b> Teacher Observations Work Samples</p> <p><b>Summative:</b> GOLD Design of Authentic Products Anecdotal Notes Constructed Response</p> <p><b>Common:</b> Anecdotal Notes Teaching GOLD</p>
<p><b>Resources Needed</b> Internet United Streaming</p>	<p><b>Resources Needed</b> Internet United Streaming</p>	<p><b>Resources Needed</b> Internet United Streaming</p>	<p><b>Resources Needed</b> Internet United Streaming</p>	<p><b>Resources Needed</b> Internet United Streaming</p>	<p><b>Resources Needed</b> Internet United Streaming</p>

Toy microphone Booklet for spraklebox.com	Paper Plates Pompoms Transportation pieces	Mirror Ink Pads Scales Tape Measure	Birthday cake candles Egg carton		
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Weeks 7-9	Weeks 10-12
<b>Unit/Topic</b> <b>WEEK 7: FAIRY TALES/BUILDING STUDY</b> <b>WEEK 8: FARMS</b> <b>WEEK 9: ROCK STUDY</b>	<b>Unit/Topic</b> <b>WEEK 10: DISCOVERIES (COLUMBUS)</b> <b>WEEK 11: FALL IS IN THE AIR</b> <b>WEEK 12: THE TRUTH ABOUT SHADOWS</b>
<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b>	<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b>
<p><b>WEEK 7:</b> GOLD Obj: 1b, 2b, 3b, 4, 6, 8a, 9a, 10b, 11e, 12a, 13, 14a, 15b, 16a, 17a, 17b, 19b, 20b, 21a, 22, 24, 36</p> <p>KY EC Standards: Arts-1.4.2, Language-1.2.5, 3.1.1, 3.2.1, 3.2.2, 3.3.2, 3.5.2, 3.5.3, 3.6.2, 3.6.3, 3.6.4, 3.6.5, 4.1.3, 4.3.1 Health-1.2.4 Math-1.1.6, 1.1.9, 1.2.7, 1.3.3, 1.4.1, 1.4.3, Physical-1.3.2 Science-1.1.3, 1.3.1, 1.4.2 Social Studies-1.1.5, 1.1.7, 1.4.4</p> <p>Head Start Outcomes: P-ATL 10, P-SE 9, PLC 2, PLC-6, P-LIT 2, P-LIT 4, P-LIT 5, P-LIT 6, P-MATH 7, P-SCI 2, P-SCI 4, P-SCI 5, P-SCI 6, P-PMP 1, P-PMP 3, P-PMP 6, P-PMP 6</p> <p>SCHOOL READINESS GOALS- 2, 3, 4, 7, 8, 10, 11, 13, 14, 15</p> <p><b>WEEK 8:</b> Early Childhood Standards- Language 1.2, 2.2, 3.1, 3.3, 4.3 Physical - 1.4, 1.5, social studies- 1.3, arts-1.1, 1.4, health-1.1, 1.2, 1.3, science - 1.1, 1.3, 1.4</p> <p>Gold Obj: 7a, 7b, 8a, 8b, 9a, 9b, 12b, 14a, 14b, 16a, 19a, 19b, 20a, 24, 25, 26, 27, 30</p> <p><b>WEEK 9:</b> KY EARLY CHILDHOOD STANDARDS: ARTS-1.1, 1.2, 1.3, LA-1.1, 1.3, 2.2, 3.3, HEALTH-1.1, 1.2, MATH-1.1, 1.2, 1.3, 1.4, PHYSICAL-1.1, 1.4, SCIENCE 1.1, 1.3, 1.4, 1.5, SOCIAL STUDIES 1.2, 1.3, 1.5</p>	<p><b>WEEK 10:</b> KY EC Benchmarks-Arts and Humanities-1.1.1, 1.2.1, 1.4.1 English/Language-1.1.3, 1.2.3, 2.1.1, 2.1.2, 2.1.3, 3.1.1, 3.1.3, 4; 3.1, 4.3.2, 4.3.5, 1.1.1, 1.1.5, Health- 1.2.1, 1.2.1, 1.2.5, 1.4.2, 1.4.5. Math-1.1.3, 1.1.4, 1.1.8, 1.2.1, 1.2.2, 1.2.4, 1.3.1. Physical-1.4.1, 1.4.3. Science - 1.1.1, 1.1.3, 1.3.1. Social Studies-1.1.4, 1.2.1, 1.2.4, 1.6.1, 1.6.1, 1.6.3, 1.6.6.</p> <p>GOLD- 1a, 2b, 2, c, 4, 7a, 7b, 8a, 8b, 9a, 10a, 11a, 11b, 11d, 12a, 17a, 18a, 18c, 19b, 21a, 21b, 23, 27, 30, 31, 32, 33, 34, 35, 37</p> <p>Head Start Outcomes-Language -PATL11, 12, 13, PSE11, PLC1, PLC5, PLC7, PLIT1, PLIT3, MATH1, MATH4, MATH7, PSCI1, 5, PPMP1, PMP3</p> <p>School Readiness Goals- 1, 2, 3, 4, 7, 8, 11, 13, 14, 15, 16</p> <p><b>WEEK 11:</b> GOLD Obj: 2b, 2c, 3a, 4, 7b, 11d, 12a, 12b, 13, 18a, 20a, 21a, 22, 23, 24, 25, 26, 27, 31, 34</p> <p>KY EC Standards: Arts-1.1.2, 1.4.1, 2.2.1, 3.6.4, 4.2.2, 4.3.1, Health-1.2.2, Math-1.1.5, 1.1.6, 1.1.7, 1.3.3, Physical-1.4.4, Science-1.1.2, 1.2.2, 1.3.2, 1.4.1</p> <p>Head Start Outcomes: PATL7, 11, 13, SE7, LC2, LC4, LIT1, LIT6, MATH 3, MATH8, SCI1, SCI4, PMP1, 2</p> <p>school readiness goals: 1, 2, 3, 4, 5, 8, 7, 11, 13, 14, 15</p> <p><b>WEEK 12:</b> KY EC Benchmarks-Arts -1.1.1, 1.2.1, 1.2.3, 1.3.1, 1.4.1. English-1.1.3, 1.3.1, 2.1.2, 2.1.3, 2.1.4, 2.2.2, 2.2.3, 3.1.1, 3.1.3, 3.3.1, 3.3.1, 3.3.2, 3.5.1, 3.5.2, 3.5.3, 3.6.3, 3.6.5, 4.2.1, 4.2.2, 4.3.1, 4.3.2,</p>

<p>HEAD START FRAMEWORK: ATL-1.1.1,1.1.2,.1.1.3, LOGIC 1.1.1,1.1.2,1.1.3 LANGUAGE-1.1.2,2.2.2, LITERACY 3.1.2, MATH-1.1.1, 2.1.1,4.1.1, SCIENCE 1.1.1, ARTS1.1.1,1.1.2</p> <p>GOLD OBJ:2C, 3A,4,7A, 9A, 11D, 12B, 13,14B, 16A, 20A, 20B, 20C, 21A, 22,23,24,28,31,34</p> <p>SCHOOL READINESS GOALS: GOAL 2, GOAL 9, GOAL 13, GOAL 14</p>			<p>Health/Mental Wellness- 1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.2.4, 1.2.1, 1.2.2, 1.2.5, 1.4.5. Math- 1.1.1, 1.1.3, 1.1.4, 1.1.7, 1.1.9, 1.2.2, 1.2.4, 1.2.6, 1.3.2, 1.3.5. Physical- 1.4.1, 1.4.2, 1.4.4.Science - 1.1.3, 1.2.1,1.2.2, 1.3.2, 1/4/3, 1.5.1. Social - 1.1.2, 1.1.7, 1.4.1, 1.4.2, 1.4.3</p> <p>GOLD-2c, 7a, 7b, 8a, 8b, 9a, 10a, 11a, 11b, 12a, 13, 14b, 16a, 17b, 18c, 19b, 20a, 20b, 21b, 22, 33, 34, 37, 38</p> <p>Head Start OutcomesFramework-P-ATL9, 10, 11, P-SE3, 4, 9, P-LC3, P-LC7, PLIT1, 2, 3, PLIT4, 6, MATH 5, MATH6, MATH8, MATH9, MATH10, PSCI4, 5, 6, PPMP1, 2, PPMP3</p> <p>School Readiness Goals: 1, 2, 3, 4, 6, 8, 10, 11, 13, 14, 15</p>		
<b>CURRICULUM</b>			<b>CURRICULUM</b>		
<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>Identify Sub-Topics FICTION, NON FICTION, REAL, FANTASY, CONSTRUCTION, BUILDING</b>	<b>Identify Sub-Topics FARM, FARMER, HARVEST, CROPS</b>	<b>Identify Sub-Topics GEOLOGIST, PEBBLES, GEMSTONES, CRYSTALS, LAYERS, EROSION, STONE, GRAVEL</b>	<b>Identify Sub-Topics COLUMBUS, EXPLORER, SHIP, CURRENCY, GEOGRAPHY</b>	<b>Identify Sub-Topics AUTUMN, SEASONAL CHANGES, TREES, LEAVES</b>	<b>Identify Sub-Topics SHADOWS, LIGHT, TRANSLUCENT, TRANSPARENT</b>
<p><b>I CAN STATEMENTS:</b> I can identify and describe various building materials.</p> <p>I can tell you about a story that is read.</p> <p>I can hold a book and turn the pages the right way.</p> <p>I CAN MAKE SHAPES USING STICKS AND PLAYDOH</p> <p>I can compare sizes using terms small, medium, large.</p>	<p><b>I CAN STATEMENTS:</b> I can explain of job of a farmer.</p> <p>I can copy a pattern.</p> <p>I can count to 15 in order.</p> <p>I can count objects and understand the last number counted is the quantity.</p> <p>I can name a few upper and lower case letters.</p> <p>I can name farm animals and their role.</p>	<p><b>I CAN STATEMENTS:</b> I can tell you where rocks can be found.</p> <p>I can count to 15 or higher.</p> <p>I can you how rocks are the same or different.</p> <p>I can recognize some letters and sounds.</p> <p>I can make a pattern.</p> <p>I can make predictions. I can sort rocks based on size.</p> <p>I can make letter/sound connections.</p>	<p><b>I CAN STATEMENTS:</b> I can arrange sets of objects in one to one correspondence</p> <p>I can realize the last number counted is the total number of objects.</p> <p>I CAN WRITE SOME LETTERS I CAN TELL YOU WHO IS</p>	<p><b>I CAN STATEMENTS:</b> I can recognize and describe the signs of fall.</p> <p>I can tell YOU THE MONTH I WAS BORN.</p> <p>I can read simple words.</p> <p>I can say the days of</p>	<p><b>I CAN STATEMENTS:</b> I can use a light source to create a shadow</p> <p>I can observe and explore properties of light.</p> <p>I can match and draw shapes.</p> <p>I can make the first letter / ending sounds of pictures of shown.</p> <p>I can notice the same/difference among people's shadows.</p> <p>I can compare the sizes of shadows.</p> <p>I can draw pictures of scientific discoveries.</p>

<p>I can make model buildings with various materials.</p> <p>I can tell you the parts of the story in order.</p> <p>I can count orally to 10.</p> <p>I can pretend to read.</p> <p>I can identify words and pictures in a book.</p> <p>I can use pictures to retell a story.</p> <p>I can understand that words can be written.</p> <p>I can identify the characters in a story.</p>	<p>I can name the numbers I see.</p> <p>I can sort things in different ways.</p> <p>I can hear the beginning sounds of words.</p> <p>I can tell where food comes from.</p> <p>I can tell what things go together.(egg from chicken, colt to horse)</p> <p>I can write letters that others can read.</p> <p>I CAN NAME CROPS A FARMER PLANTS</p>	<p>I can identify letters and some words.</p> <p>I can write or draw to tell something.</p> <p>I can identify and write some numbers.</p> <p>I can count rocks to 20 or beyond</p> <p>I CAN USE WORDS TO EXPLAIN MY FEELINGS</p>	<p>CHRISTOPHER COLUMBUS</p> <p>I can explain what and why things happen.</p> <p>I can find answers to my own questions.</p> <p>I CAN COUNT FORWARD STARTING A GIVEN NUMBER</p> <p>I CAN MATCH UPPER TO LOWER CASE LETTERS A TO F.</p> <p>I can investigate geography tools.</p> <p>I can talk about the past.</p> <p>I can recognize the use of money.</p> <p>I CAN WRITE SOME UPPER AND LOWER CASE LETTERS</p>	<p>the week AND MONTHS OF YEAR.</p> <p>I can observe that leaves change colors.</p> <p>I can sort.</p> <p>I can tell how things are alike / different.</p> <p>I can make letter sounds.</p> <p>I can discover and name ways animals prepare for winter.</p> <p>I can recognize and name colors.</p> <p>I CAN WRITE SOME NUMBERS</p> <p>I CAN TELL WHO THE AUTHOR AND ILLUSTRATOR ARE AND WHAT THEIR JOBS ARE</p>	<p>I can name colors in my environment.</p> <p>I can tell the differences in shapes.</p> <p>I can trace shapes.</p> <p>I can make predictions and draw conclusions.</p> <p>I can tell you what will happen if I am standing in front of a light source.</p>
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			<p>I can recognize a few upper and lowercase letters.</p> <p>I can tell you what happened before I was born.</p> <p>I CAN USE SIMPLE TIME CONCEPTS</p>	<p>I can observe and manipulate objects.</p> <p>I can name vegetables and fruits harvested in the fall.</p> <p>I can write or draw.</p> <p>I CAN COUNT OUT A NUMBER OF OBJECTS BETWEEN 1 AND 20</p>	
<p><b>Critical Vocabulary</b> Fairy tale, real, pretend, imaginary, story, fantasy, construction, carpenter, structure, architect, character, setting, fiction, nonfiction</p>	<p><b>Critical Vocabulary</b> barn, farm, farmer, harvest, tractor, pitchfork, wheelbarrow, sheep, chicken, eggs, horse, cow, pig, goat, hay, wheat, cotton</p>	<p><b>Critical Vocabulary</b> Pebbles, gemstones, crystals, layers, erosion, stone, gravel</p>	<p><b>Critical Vocabulary</b> ship, explorer, voyage, compass, atlas, map, globe, telescope, spyglass</p>	<p><b>Critical Vocabulary</b> Fall, autumn, seasons, deciduous (lose leaves), evergreen, coniferous (keep leaves), acorn, trunk, branches, leaves, cones, needles</p>	<p><b>Critical Vocabulary</b> shadows, opaque, translucent, transparent, light, predict, explore, investigate, silhouettes, shadow, light, bigger, smaller, closer, farther</p>
<p><b>Suggested Strategies/Activities</b> Retelling the story of the Three Little Pigs by gluing on raffia pieces(straw), toothpicks (sticks), and small rectangles of red foam (bricks). We talk about the sequence of the story (which house did the wolf come to first,</p>	<p><b>Suggested Strategies/Activities</b> Children choose a farm animal they want to draw. We glue the animal and the farm poem onto a large sheet of paper. To make the poem, children dictate the words to be written in the blanks:  I am a [type of farm animal].</p>	<p><b>Suggested Strategies/Activities</b> ROCK AND GEM STORE-ROCKS, PLAY JEWELRY, SMALL BOXES, MAGNIFYING GLASSES, MIRRORS, CASH REGISTER, PLAY MONEY  ROCK WASHING AND POLISHING-PLACE ROCKS ON SMALL TRAY, PLACE LARGE</p>	<p><b>Suggested Strategies/Activities</b> Treasure chest sorting and counting game.  Coins hidden in sand- have students count and describe coins, join sets.  Globe-Talk</p>	<p><b>Suggested Strategies/Activities</b> Sorting- printout leaves in green and in fall colors (red ,orange, brown, yellow)  Clay-leaf fossils-press leaves into a slab of clay and allow it to dry  Coffee Filter Trees-coffee filters, spray bottle with water, fall color markers-encourage children to</p>	<p><b>Suggested Strategies/Activities</b> Picture cards of objects and their shadows for matching  Books and finger lights to shine on various parts of book and point out letters in book  Flashlights to compare heights and sizes of shadows of structures.  SCHOOL READINESS: I CAN COUNT TO 100 VIDEO ON YOU TUBE</p>

<p>second, third), and make the houses on the paper in that sequence. The children dictate a few sentences to retell the story.</p> <p>Provide 10 bowls with numbers written on the bottom and plastic spoons. Encourage to count spoons in bowl</p> <p>How many beans-In the story Jack is given a handful of magic beans. How many beans do you think he had. Give students a piece of white paper and instruct them as they trace one hand onto paper and cut out the shape. talk about how many fingers. Now with he hand shape lying flat, encourage them to draw that amount of beans, encourage them to write the number on their paper hand.</p> <p>SCHOOL READINESS: PARTS OF BOOKFRONT, BACK, SPINE AND WHERE TO START READING</p>	<p>I can [movement]. I can [sound]. I feel [texture]. I smell [scent]. I am [emotion]. I am [color]. I am a [repeat first line].</p> <p>Farmer's Market You will need: Toy cash register Plastic food (mainly produce) On a small table, arrange the food into groups. Allow children to "shop" in the market. Children should "pay" for the produce and allow them to take turns running the cash register. ENCOURAGE TO COUNT COINS AND ITEMS.</p> <p>Children first mix and then taste-test three kinds of milk: vanilla, strawberry, and chocolate. Children decide on their favorite kind of milk, and put their name on the graph. We count to see which had the most/least/same.</p> <p>SCHOOL READINESS: ALPHABET CHART- LETTERS AND SOUNDS</p> <p>Numbers</p>	<p>TOWEL ON THE TABLE, FILL A DISH PAN OR WATER TABLE HALF FULL OF WATER, PUT THE TOOTHBRUSH IN THE WATER, PLACE SANDPAPER ON ANOTHER TRAY, ENCOURAGE THEM TO CHOOSE A ROCK, SUBMERGE IN WATER, BRUSH IT CLEAN, AND DRY. USE SANDPAPER TO POLISH IT. EXAMINE WITH MAGNIFYING GLASS COUNTING JAR UP TO 25 USING SMALL ROCKS</p> <p>SCHOOL READINESS: Spatial Awareness - Take a cup and place rock in various places (in, under, beside, below, &amp; over). Have students take turn being the teacher - giving the directions for the group.</p> <p>SCHOOL READINESS: Rock Letters -Outline letter of the week with rocks</p>	<p>about the colors of the globe and why some parts are green/brown and other parts are blue. Ask the children what the blue stands for on the globe. Explain that the blue area is water and show them where Columbus sailed his ships. Next, ask the children where they live? Place a sticker on the globe on the city where your class resides. Have students create a map of the classroom.</p>	<p>color the filters, use a spray bottle and spray a couple of squirts on filter. Let dry. Use scrap brown paper and cut out tree trunk and glue to the filter to make fall tree</p> <p>SCHOOL READINESS: BIRTHDAY SONG -JACK HARTMAN-MATH ALL AROUND ME <a href="http://www.songsforteaching.com/jackhartmann/birthdays.htm">http://www.songsforteaching.com/jackhartmann/birthdays.htm</a></p> <p>SCHOOL READINESS: Counting Description: Number Cards, tree pattern, &amp; play-dough- Have students place that many leaves (made of play-dough) on paper pattern</p> <p>SCHOOL READINESS: COUNTING AND Cause/Effect Description: leaves, water, pennies- Have students count and see how many pennies they can place on leaf before it sinks</p>	<p>SCHOOL READINESS: Measure the shadow of objects using unifix cubes</p> <p>SCHOOL READINESS: Shadow Tracing - Have student attempt to trace their hand onto paper AND ENCOURAGE TO WRITE NAME ON PAPER</p>
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	<p>Description: Print out numbered sheep or write your own numbers onto sheep patterns. Encourage the children to place the corresponding number of cotton balls onto each sheep. Sheep pattern from prekinders.com</p> <p>SCHOOL READINESS: Counting Description: Laminated farm animals with numbers 0 through 9; The children can feed the animals the number of feed corn pieces (or pom poms!) that is listed on the animal</p>				
<p><b>Balanced Assessment: Formative:</b> Teacher Observations Work Samples Checklists</p> <p><b>Summative: GOLD</b> Design of Authentic Products Anecdotal Notes Constructed Response</p> <p><b>Common</b> Anecdotal Notes Teaching GOLD</p>	<p><b>Balanced Assessment: Formative:</b> Teacher Observations Work Samples</p> <p><b>Summative: GOLD</b> Design of Authentic Products Anecdotal Notes Constructed Response</p> <p><b>Common</b> Anecdotal Notes Teaching GOLD</p>	<p><b>Balanced Assessment: Formative:</b> Teacher Observations Work Samples</p> <p><b>Summative: GOLD</b> Design of Authentic Products Anecdotal Notes Constructed Response</p> <p><b>Common</b> Anecdotal Notes Teaching GOLD</p>	<p><b>Balanced Assessment: Formative:</b> Teacher Observations Work Samples</p> <p><b>Summative: GOLD</b> Design of Authentic Products Anecdotal Notes Constructed Response</p> <p><b>Common</b> Anecdotal Notes Teaching GOLD</p>	<p><b>Balanced Assessment: Formative</b> Teacher Observations Work Samples</p> <p><b>Summative: GOLD</b> Design of Authentic Products Anecdotal Notes Constructed Response</p> <p><b>Common</b> Anecdotal Notes Teaching GOLD</p>	<p><b>Balanced Assessment: Formative</b> Teacher Observations Work Samples Photographs</p> <p><b>Summative: GOLD</b> Design of Authentic Products Anecdotal Notes Portfolio Work Samples Video Photos Constructed Response</p> <p><b>Common</b> Anecdotal Notes</p>

					Teaching GOLD
<b>Resources Needed</b> Internet United Streaming Beans Raffia pieces Toothpicks Red Paper	<b>Resources Needed</b> Internet United Streaming Mirror CD player Construction Paper	<b>Resources Needed</b> Internet United Streaming Toy Cash Register Coins/Money Plastic Foods	<b>Resources Needed</b> Internet United Streaming Coins Globe Maps	<b>Resources Needed</b> Internet United Streaming Construction Paper Coffee Filters Markers Spray Bottle Playdoh	<b>Resources Needed</b> Internet United Streaming Flashlights

Weeks 13-15	Weeks 16-18
<b>Unit/Topic</b> <b>WEEK 13: NUTRITION</b> <b>WEEK 14: FIVE SENSES</b> <b>WEEK 15: PILGRIM/NATIVE AMERICANS</b>	<b>Unit/Topic</b> <b>WEEK 16: THANKSGIVING</b> <b>WEEK 17: MATH ALL AROUND</b> <b>WEEK 18: BOXES STUDY</b>
<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b>	<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b>
<p><b>WEEK 13:</b> GOLD Obj: 1b, 2c, 6, 7a, 7b, 8a, 8b, 9a, 10a, 11a, 11b, 12a, 13, 14b, 15c, 16a, 17b, 18c, 19a, 20a, 20b, 20c, 21b, 23, 33, 34, 37</p> <p>KY EC Standards-Arts-1.1.1, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.4.1, 1.11.2, 1.2.1, 1.2.2, Language- 1.3.1, 2.1.2, 2.1.3, 2.1.4, 2.2.2, 3.1.1, 3.1.3, 3.2.2, 3.3.1, 3.3.2, 3.4.2, 3.4.5, 4.1.1, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.3.1, 4.3.2, Health-1.1.1, 1.1.3, 1.1.5, 1.2.1, 1.2.2, 1.2.1, 1.2.2, 1.2, 6, 1.4.5, Math- 1.1.1, 1.1.3, 1.1.9, 1.2.4, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.4.1, Physical -1.2.1, 1.4.1, 1.4.2, 1.4.3, 1.4.4, Science-1.1.1, 1.1.2, 1.1.3, 1.2, 2, 1.4.2, Social Studies-1.4.1, 1.4.2, 1.6.1, 1.6.3</p> <p>Head Start Outcomes Framework- P-ATL 5, P-SE 4, 5 P-LC 4, P-LIT 5, P-MATH 3, P-SCI 1, 2, 4, 5, 6, P-PMP 1, 5</p> <p>School Readiness Goals: 1, 2, 3, 4, 6, 8, 9, 10, 13, 14, 15</p> <p><b>WEEK 14:</b>          KY EC Benchmarks-Arts-1.1.1, 1.2.1, 1.2.2, 1.3.1, Language-1.2.1, 1.2.2, 1.2.5, 1.3.1, 2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.1.3, 3.3.1, 3.3.2, 3.3.3, 3.4.5, 3.5.1, 4.2.1, 4.2.4, 4.3.1, Health-1.1.1, 1.1.5, 1.2.1, 1.2.1, 1.2.2, 1.4.2, 1.4.5. Math-</p>	<p><b>WEEK 16:</b> KY EC Benchmarks-Arts 1.2.1, 1.2.3, 1.3.1, 1.4.2, English/Language-1.3.1, 2.1.2, 2.1.3, 3.1.1, 3.1.3, 3.3.1, 3.3.3, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.4.5, Math-1.1.1, 1.1.3, 1.1.4, 1.3.2. Physical- 1.4.1, 1.4.2, Science-1.2.1, Social- 1.1.1, 1.4.1, 1.4.2,</p> <p>GOLD-2c, 7a, 7b, 8a, 8b, 10a, 11b, 16a, 19a, 20a, 33, 34, 37</p> <p>Head Start Outcomes Framework-P-ATL 7, 10, 13 P-SE 10, P-LC 1, 4 P-LIT 3, 4, 5, 6 P-MATH 1, 5, 9P-PMP 1, 3, 5</p> <p>School Readiness Goals-1, 2, 3, 4, 5, 89, 10, 11, 14, 16</p> <p><b>WEEK 17:</b> KENTUCKY EARLY CHILD STANDARDS-ARTS AND HUMANITIES STANDARD 1. 1.2, ENGLISH LANGUAGE ARTS -2.2.1, 3.3.1, 3.3.3, 3.3.4, 4.4.2, HEALTH-1.1.1, MATH 1.1.1, 1.1.2, 1.1.3, 1.1.4, PHYSICAL -1.1.1, 1.1.2, 1.1.3, 1.1.4, SCIENCE-1.1.1, 1.1.3, SOCIAL STUDIES-1.1.1, 1.1.2 GOLD OBJ:-1A, 2C, 6, 7A, 7B, 8B, 12B, 13, 14B, 15C, 16A, 16B, 17A, 19 A, 19B, 20A, B, C, 21A, B, 22, 23, 26, 33, 34</p>

<p>1.1.1, 1.1.3, 1.1.5, 1.1.91.1.11, 1.3.2, Physical-1.1.1, 1.4.1, 1.4.2, Science-1.1.1, 1.5.1, Social- 1.2.3, 1.4.1, 1.4.2, 1.4.3</p> <p>GOLD-1a, 1b, 2c, 7a, 7b, 8a, 8b, 10a, 11b, 13, 15c, 16a, 17b, 20a, 20c, 26, 33, 34, 37</p> <p>Head Start Child Outcomes Framework- P-ATL 6, P-ATL 7, P-SE 4, P-LC 3, P-LC 4, P-LIT 3 P-LIT 6, P-MATH 1, P-MATH 3, P-MATH 5, P-MATH, P-PMP 1, P--PMP 3</p> <p>School Readiness Goals:1, 2, 5, 7, 8, 11, 14</p> <p><b>WEEK 15:</b> GOLD Obj: 1c, 2d, 3b, 4, 7a, 7b, 8b, 9d, 10a, 10b, 11e, 12a, 12b, 13, 14b, 16a, 18c, 21a, 21b, 22, 24, 27, 30, 32, 34, 36</p> <p>KY EC Standards: Arts 1.1.1, 1.1.3, 1.2.4, 1.3.3, Language 1.2.4, 3.3.1, 3.4.5, 3.6.5, 4.1.2, 4.2.4, Health-1.1.5, 1.2.2 Math - 1.1.3, 1.3.4, 1.4.5 Physical-1.2.2 Science-1.1.3, 1.2.3, 1.4.3, 1.5.1, Social Studies-1.1.4, 1.1.5,1.2.4, 1.6.3</p> <p>Head Start Outcomes - P-ATL 2, 7, 9, 12, 13 P-SE 3, 4, P-LC 1, 4, P-LIT 3, 4, 5, 6 P-MATH 1, 9 P-SCI 1, 2, 4, 5, 6 P-PMP 1, 3.</p> <p>School Readiness Goals: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16</p>	<p>HEAD START FRAMEWORK-PATL-7, 8, PSE 7, 8, 9 PLC-2, 6, PLIT1, 2, 3, 4, 5, 6 , MATH1, 2, 3, 4, 5, 6, 7, 8, 9, 10, PSCI-1, 6, PPPMP 1, 2, 3, 5</p> <p>SCHOOL READINESS-1, 2, 3, 4, 8, 10, 13, 14, 15</p> <p><b>WEEK 18:</b> GOLD Obj; 2a, 2c 3a, 5, 7a, 7b, 9d, 10b, 11a, 12b, 13, 14a, 15a, 15b, 16a, 16b, 17a, 18b, 19a, 19b, 20c, 21a, 22, 23, 24, 28, 30, 32, 33, 34, 35, 36</p> <p>KY EC Standards: Art-1.1.3, 1.2.4, 1.3.3 Language-1.3.5, 2.1.4, 2.2.4, 3.2.2, 3.3.1, 3.4.5, 3.4.6, 4.1.2, 4.2.5 Health-1.1.5, 1.3.4 Math-1.1.6, 1.1.10, 1.2.6, 1.3.4, Physical-1.2.1, 1.2.2, 1.3.2, 1.4.4,Sceince-1.1.2, 1.4.2, Social Studies- 1.1.6, 1.6.3</p> <p>Head Start Outcomes-Language-1.2.4, Literacy-2.1.3, 2.4.4, 2.5.2, Math-3.1.6, 3.2.5, 3.3.2, Science-4.1.2 Arts-5.1.2, 5.2.3, 5.3.2 Social-6.3.3, 6.4.3, 6.5.2, 6.5.4, Approaches to Learning-7.1.4,7.3.3, Physical-8.1.2, 8.2.3, 8.3.3</p> <p>School readiness goals:2, 7, 10, 12, 13</p>
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CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
<b>Identify Sub-Topics</b> <b>FOOD, DIET, HEALTHY, FOOD GROUPS</b>	<b>Identify Sub-Topics</b> <b>TOUCH, SIGHT, HEARING, SMELL, TASTE</b>	<b>Identify Sub-Topics</b> <b>NATIVE AMERICANS, PILGRIMS, CHORES, MAYFLOWER</b>	<b>Identify Sub-Topics</b> <b>THANKSGIVING, FEAST, DINNER</b>	<b>Identify MEASUREMENT,, PATTERN, QUANTIFY, SETS, ADDITION</b>	<b>Identify BOXES, FACE, HEIGHT, WIDTH,DEPTH</b>
<p><b>I CAN STATEMENTS:</b> I can arrange sets in one to one correspondence.</p> <p>I can sort objects.</p>	<p><b>I CAN STATEMENTS:</b> I can use me senses to explore and interpret the environment.</p> <p>I can recognize some basic shapes.</p>	<p><b>I CAN STATEMENTS:</b> I can use geography tools.</p> <p>I can tell you what happened before I was born.</p>	<p><b>I CAN STATEMENTS:</b> I can recognize some letters in print.</p> <p>I can make some letter sound connections.</p> <p>I can count concrete objects.</p>	<p><b>I CAN STATEMENTS:</b> I CAN MEASURE OBJECTS I CAN CREATE A PATTERN</p>	<p><b>I CAN STATEMENTS:</b> I can describe boxes - weight, size, height, texture, &amp; color.</p> <p>I can explore boxes in a variety of ways.</p>

<p>I can name numbers and match their quantity.</p> <p>I can read some words.</p> <p>I can make my own pattern.</p> <p>I can identify letters of the alphabet.</p> <p>I can tell you my birth date.</p> <p>I can extend and copy simple patterns.</p> <p>I can tell how many things are in a group after they are mixed up or moved around.</p> <p>I can understand there is a way to write that conveys meaning.</p> <p>I can identify healthy food choice</p>	<p>I can identify and write my name.</p> <p>I can read some words.</p> <p>I can begin to sound out unknown words.</p> <p>I can use my senses to learn.</p> <p>I can use my senses to explore objects.</p> <p>I can tell you about letters around me.</p> <p>I can recognize colors.</p> <p>I can recognize sounds that match.</p> <p>I can follow directions.</p> <p>I can talk about what I heard.</p> <p>I can write my name.</p> <p>I can name my senses and the body part used.</p> <p>I can identify likes and dislikes of foods and explain why.</p>	<p>I can identify letters and the sound they make.</p> <p>I can talk about how things have changed.</p> <p>I can tell you how things happened.</p> <p>I can manipulate objects to answer simple scientific questions</p> <p>I can write letters and numbers.</p> <p>I can draw shapes</p> <p>I can explore a variety of movements.</p> <p>I can recognize some letters of the alphabet and their sounds.</p> <p>I can tell how people are the same and different.</p> <p>I can act out a story.</p> <p>I can count more than 20 objects</p>	<p>I can create my own pattern.</p> <p>I can recognize my role within my home</p>	<p>I CAN RECOGNIZE PATTERNS IN MY ENVIRONMENT</p> <p>I CAN COUNT OBJECTS TO 30</p> <p>I CAN MATCH QUANTITY TO NUMBER</p> <p>I CAN IDENTIFY HOW MANY SYLLABLES IN A WORD</p> <p>I CAN JOIN SETS</p> <p>I CAN QUANTIFY</p>	<p>I CAN JOIN SETS AND TELL HOW MANY IN ALL</p> <p>I CAN READ SOME COLOR WORDS.</p> <p>I can identify AND DESCRIBE THE shapes OF BOXES.</p> <p>I can use words to describe the position of objects.</p> <p>I CAN READ UPPER AND LOWER CASE LETTERS.</p> <p>I can count and sort a variety of boxes in many ways.</p> <p>I can order by size.</p> <p>I CAN WRITE SOME LETTERS AND WORDS</p> <p>I can make predictions.</p> <p>I can use letters or letter like forms to represent words or ideas.</p>
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					I can use tools to measure. I  CAN TELL YOU SOME ITEMS THAT COME IN BOXES
<b>Critical Vocabulary</b> nutrition, fruit, vegetable, food pyramid, healthy, grains, bread, pasta, alternative, dairy	<b>Critical Vocabulary</b> Touch, feel, sight, dark, bright, light, dim, hear, volume, listen, loud, quiet, smell, odor, taste, bitter, sour	<b>Critical Vocabulary</b> pilgrim, Indians, Native Americans, Mayflower, passenger, king, crowded, feast, Thanksgiving	<b>Critical Vocabulary</b> Holiday, harvest, festival, turkey, baste, pie pan,	<b>Critical Vocabulary</b> MEASUREMENT, BASE, HEIGHT, WEIGHT, LIGHT, HEAVY, PATTERN, ATTRIBUTE, CHARACTERISTICS, QUANTIFY, SETS, PAIRS, ADDITION	<b>Critical Vocabulary</b> face - the sides of the box, edge - the line formed where two faces of the box meet, corner - the angle formed where three faces meet, volume / capacity / weight - how much it holds, dimensions - the height, width, and depth of the box
<b>Suggested Strategies/Activities</b> Kabob patterning-using pattern blocks and sticks  Plastic foods and scales to compare weights  Counting and number recognition using strawberries in basket or cookies in a jar game  SCHOOL READINESS: WHO LET THE LETTERS OUT	<b>Suggested Strategies/Activities</b> Goop- cornstarch and water (Mix 2 cups with water and a little food coloring, add cornstarch  Memory match with letters, numbers or shapes  Timers and puzzles-set timer and see if they can complete the puzzle before the timer rings  SCHOOL READINESS: BODY PARTS SONG-YOUTUBE  SCHOOL READINESS: Cutting AND	<b>Suggested Strategies/Activities</b> Fishing for colors or letters game  Wet sand and let them draw shapes, letters, words, or name with sticks  Bead Necklaces-have them make necklaces out of colored macaroni, noodles or beads and yarn. Encourage to name colors, count, and create patterns  SCHOOL READINESS: HARRY KINDERGARTEN SONG 2-D SHAPES I KNOW ON YOUTUBE	<b>Suggested Strategies/Activities</b> Disposable plates with numbers on them-use play food in House Keeping and have them identify the number on plate and count out that amount of food to place on the plate  Scales and plastic food to weigh  SCHOOL READINESS:COLOR WORDS RAP HARRY KINDERGARTEN YOUTUBE  Have students take turns being Simon, focusing on the 6 body parts students are asked to identify on the Kindergarten Brigance	<b>Suggested Strategies/Activities</b> GO ON A SIZE HUNT SUCH AS FIND SOMETHING SMALLER THAN YOU OR TALLER THAN YOU  DR, JEAN TOTALLY MATH, TEACHER CENTER SOUND PATTERN OR PATTERN DANCE  SCHOOL READINESS 3. WRITING NAMES AND GRAPH HOW MANY LETTERS AND SEE WHOSE HAS THE LONGER NAME  WRITING FIRST AND LAST NAME AND	<b>Suggested Strategies/Activities</b> Miniature boxes for nesting, sorting, stacking, and seriating  Different size boxes for building  Dramatic Play: Empty food boxes  Post office with mailbox, boxes, stamps, scales, and labels.  Large box for use as a house, store, ticket booth, puppet stage, etc.  SCHOOL READINESS: COLOR WORDS RAP SONG BY HARRY KINDERGARTENYOUTUBE

	NUMBERS-cutting skills using old grocery store sales papers and paper plates- Encourage them to cut out THAT AMOUNT OF food pictures THAT MATCHES NUMBER ON PLATE and glue to plate	SCHOOL READINESS: Cookies on a Plate Counting Game, IF NOT HAVE THE GAME, PRINT OUT COOKIES, HAVE THEM ROLL DIE AND COUNT OUT THAT AMOUNT OF COOKIES AND PLACE ON PLATE	(thumbs, fingernails, chin, chest, elbows, & shoulders).	MAKE AN ADDITION PROBLEM OUT OF LETTERS IN BOTH NAMES	SCHOOL READINESS- JOINING SETS OF BOXES AND TELL HOW MANY IN TOTAL-CAN BE SMALL BOXES OR PAPER CUT OUTS.  SCHOOL READINESS: PULL A LETTER OUT OF A BOX, GROUP NAMES THE LETTER, SOUND THE LETTER MAKES AND DRAWS AN OBJECT THAT STARTS WITH THE LETTER
<b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs  <b>Summative GOLD</b> Anecdotal Notes Work Samples Photographs Videos Constructed Response  <b>Common GOLD</b> Anecdotal Notes	<b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs  <b>Summative GOLD</b> Anecdotal Notes Work Samples Photographs Videos Constructed Response  <b>Common GOLD</b> Anecdotal Notes	<b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs  <b>Summative GOLD</b> Anecdotal Notes Work Samples Photographs Videos Constructed Response  <b>Common GOLD</b> Anecdotal Notes	<b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs  <b>Summative GOLD</b> Anecdotal Notes Work Samples Photographs Videos Constructed Response  <b>Common GOLD</b> Anecdotal Notes	<b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs  <b>Summative GOLD</b> Anecdotal Notes Work Samples Photographs Videos Constructed Response  <b>Common GOLD</b> Anecdotal Notes	<b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs  <b>Summative GOLD</b> Anecdotal Notes Work Samples Photographs Videos Constructed Response  <b>Common GOLD</b> Anecdotal Notes
<b>Resources Needed</b> Internet United Streaming Pattern Blocks	<b>Resources Needed</b> Internet United Streaming Cornstarch	<b>Resources Needed</b> Internet United Streaming Sand	<b>Resources Needed</b> Internet United Streaming Scales	<b>Resources Needed</b> Internet United Streaming	<b>Resources Needed</b> Internet United Streaming Variety of boxes



Plastic Foods Scales Counting Games	Memory Game Timers Puzzles	Fishing Game Noodles or Beads Yarn	Disposable Plates Plastic Foods		
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Weeks 19-21	Weeks 22-24
<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b>  <b>Unit/Topic</b> <b>WEEK 19: CHRISTMAS AROUND THE WORLD</b> <b>WEEK 20: CREATIVE ARTS/MUSIC</b> <b>WEEK 21: MAGNETS</b>	<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b>  <b>Unit/Topic</b> <b>WEEK 22: WINTER</b> <b>WEEK 23: NURSERY RHYMES</b> <b>WEEK 24: ANIMALS IN WINTER</b>
<p><b>WEEK 19:</b> GOLD Obj; 2a, 2c 3a, 5, 7a, 7b, 9d, 10b, 11a, 12b, 13, 14a, 15a, 15b, 16a, 16b, 17a, 18b, 19a, 19b, 20c, 21a, 22, 23, 24, 28, 30, 32, 33, 34, 35, 36</p> <p>KY EC Standards: Art-1.1.3, 1.2.4, 1.3.3 Language-1.3.5, 2.1.4, 2.2.4, 3.2.2, 3.3.1, 3.4.5, 3.4.6, 4.1.2, 4.2.5 Health-1.1.5, 1.3.4 Math-1.1.6, 1.1.10, 1.2.6, 1.3.4, Physical-1.2.1, 1.2.2, 1.3.2, 1.4.4, Science-1.1.2, 1.4.2, Social Studies- 1.1.6, 1.6.3</p> <p>Head Start Outcomes-P-ATL 2, 10, 11, 13 P-SE 8, 11 P-LC 6 P-LIT 3, 6 P-Math 1, 2, 3, 5, P-PMP 1, 3, 5</p> <p>School readiness goals: 1, 2, 3, 4, 6, 8, 10, 11, 14, 16</p> <p><b>WEEK 20:</b> KY EC Benchmarks - Arts - 1.1.1, 1, 1.2, 1.1.3, 1.2.1, 1.2.2, 3.3.1, 4.2.3, 4.2.4, 4.2.5, 4.3.1, 4.3.2, Math - 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.2, 1.3.4, 1.3.5, 1.4.1, Physical Development 1.3.2, Social Studies - 1.1.1</p> <p>GOLD - 3a, 6, 7b, 8a, 8b, 10a, 11d, 12a, 12b, 16a, 19a, 21b, 23, 33, 34, 35</p> <p>Head Start Outcomes Framework- P-ATL 1, 12, 13 P-SE 3, 4, 11, P-LC 1, 4, P-LIT 3, 6 P-Math 1, 3, 6, P-SCI 5, 6 P-PMP 1, 3, 5</p> <p>SCHOOL READINESS GOALS: 1, 2, 3, 4, 8, 10, 13, 14, 15</p>	<p><b>WEEK 22:</b> HS OC FW-Lan.- 1.1.1, 1.1.2, Lit-2.1.1, 2.2.1, 2.3.4, 2.4.3, 2.4.4, 2.5.1, 2.5.2, Math- 3.1.2, 3.1.4, 3.1.5, 3.2.4, 3.3.1, Sci- 4.1.1., 4.1.2, 4.1.5, 4.2.4, Cre A- 5.2.2, 5.2.1, Soc/Em- 6.1.1, 6.1.2, App to Lear - 7.1.1, 7.2.1, 7.3.1, 7.3.3, Ph H- 8.2.2, 8.2.3,</p> <p>GOLD-1.a, 1.b, 7a, 7b, 8a, 8b, 10a, 11a, 11b, 15a, 16a, 16b, 18b, 19a, 20a, 20b, 20c, 23, 24, 28, 33, 37</p> <p>HS OC FW- P-ATL 1, 2, 3, 7, 8, 10, 11, P-SE 1, 3, 11 P-LC 1, 6, 7, P-LIT 2, 3, 4, 5, 6 P-Math 1, 2, 3, 5, 6, 7, P-SCI 4, 5, 6 P-PMP 1, 2, 3, 5, 6</p> <p>SR: 1, 2, 3, 4, 5, 8, 10, 11, 12, 13, 14, 15, 16</p> <p><b>WEEK 23:</b> GOLD Obj: 2b, 2c, 3b, 4, 5, 6, 7a, 7b, 8a, 8b, 9a, 9c, 10a, 11a, 11b, 11d, 12a, 12b, 13, 14b, 15a, 15b, 15c, 16b, 17a, 17b, 18a, 18b, 20a, 21a, 23, 25, 26, 28, 33, 34, 35, 36</p> <p>KY EC Standards-Art -1.1.2, 1.2.3, 1.4.1; Language Arts-2.1.1, 2.1.2, 3.1.3, 3.4.1, 3.4.3, 3.6.2, 4.3.2, 4.3.5; Health-1.2.1, 1.2.2, 1.2.5, 1.3.2, 1.3.3; Math-1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.2.4, 1.2.6, 1.2.7, 1.3.2, 1.4.5; Physical-1.1.1, 1.1.4; Science 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.4.1, 1.4.2, 1.5.3; SocialStudies-1.1.1, 1.17, 1.2, 1.2.2, 1.4.4, 1.6.1, 1.6.2, 1.6.3</p>

<p><b>WEEK 21:</b> KY EC Benchmarks-Arts 1.1.1 English-2.1.2, 2.1.3, 2.2.1, 3.1.1, 3.3.1, 3.3.2, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.4.2, 1.4.5, Math- 1.1.1, 1.1.2, 1.2.1, 1.1.11, 1.3.2, 1.3.5, Physical-1.1.1, 1.4.1, 1.4.4, Science- 1.1.2, 1.2.1, 1.2.2, 1.4.1, 1.5.1 Social - 1.4.1, 1.4.2</p> <p>GOLD-1b, 7a, 7b, 8b, 11d, 12b, 13, 16a, 16b, 19a, 20a, 20b, 21a, 21b, 22, 23, 24, 26, 28, 33</p> <p>Head Start Outcomes Framework- P-ATL: 2, 3, P-SE 3, 4, 9, P-LC 6, 7, P-LIT 2, 3, 5, 6 P-Math 1, 2, 3, 5, P-SCI 2, 3, 4, 5, 6 P-PMP 1, 2, 3, 5</p> <p>SCHOOL READINESS GOALS-1, 2, 3, 4, 8, 10, 13, 14, 15</p>	<p>Head Start Outcomes: P-ATL 1, 2, 3, 13 P-SE 1, 2, 3, 4, P-LC 1, 2, 4 P-LIT 1, 2, 3, 4, 5, 6 P-Math 1, 5 P-SCI 4, 5, 6 P-PMP 1, 2, 3, 5, 6</p> <p>School Readiness Goals: #1, 2, 3, 4, 8, 10, 11, 12, 13, 14, 15</p> <p><b>WEEK 24:</b> GOLD Obj: 4, , 11e, 12b, 13, 16a, 16b, 20a, 20b, 20c, 22, 23, 24, 25, 32</p> <p>Kentucky Early Childhood Standards-Arts 1.2.3, 2.2.3, 3.3.1, Health - 1.4.2, Math - 1.1.2, 1.1.5, 1.1.9, 1.1.10, 1.2.3, 1.2.6, 1.2.7, 1.3.2, 1.3.4, 1.3.5, 1.4.2, 1.4.3, Physical Development - 1.2.2, Science - 1.1.2, 1.2.2, 1.4.1, 1.5.3, Social Studies - 1.1.7,</p> <p>Head Start Outcomes: Language - 1.1.3, 1.1.1, Math - 3.1.2, 3.1.3, 3.2.4, 3.2.5, 3.3.2, 3.3.4, Science - 4.1.5, 4.2.1, Creative Arts - 5.2.2, 5.4.1, Approaches to Learning - 7.3.2, Physical Health &amp; Development - 8.1.1</p> <p>School readiness goals: 2,6,10, 13,14</p>
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***IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***

CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify <b>CULTURE, MULTICULTURAL, CELEBRATIONS</b>	Identify Sub-Topics <b>ARTIST, MUSICAN, SCULPTURE, CREATE</b>	Identify Sub-Topics <b>REPEL, ATTRACT, POLES</b>	Identify Sub-Topics <b>WINTER, WEATHER, BLIZZARD, SNOW,TEMPERATURE</b>	Identify Sub-Topics <b>RHYMES</b>	Identify Sub-Topics <b>HIBERNATION, ADAPT, MIGRATE</b>
<b>I CAN STATEMENTS:</b> I can respond and observe art produced by other cultures.  I can respond to musical performances by other cultures.	<b>I CAN STATEMENTS:</b> I can respond and observe art produced by others  I can write familiar words.  I can use a variety of materials to create art.	<b>I CAN STATEMENTS:</b> I can define what a magnet is and what it does.	<b>I CAN STATEMENTS:</b> I can describe typical winter weather.  I can discover the effects of temperature on snow and ice.	<b>I CAN STATEMENTS:</b> I can recite Humpty Dumpty.  I can tell you if words rhyme.  I can notice the beginning and ending sound of words.	<b>I CAN STATEMENTS:</b> I can describe how animals prepare for winter weather.  I can write numbers.  I can count to 20 and beyond.

<p>I can identify some letters in print.</p> <p>I can follow multi step directions.</p> <p>I can write some familiar words.</p> <p>I can use math language to express quantity in everyday experiences.</p> <p>I can count to 20 and beyond.</p> <p>I can tell how people are the same/different</p> <p>I can use two or more words to describe things.</p> <p>I can sort.</p> <p>I can recognize people can differ in language, food, dress, and etc.</p> <p>I can write or draw.</p>	<p>I can use letter like forms to represent ideas.</p> <p>I can create a pattern.</p> <p>I can mix colors to create a new color.</p> <p>I can name features of a picture.</p> <p>I can make shapes.</p> <p>I can use symbols or pictures to represent ideas.</p> <p>I can use words to describe my artwork.</p> <p>I can respond to musical performances by other cultures.</p> <p>I can use finger plays to experiment with beat and time.</p> <p>I can explore various ways of moving to music.</p>	<p>I can count objects to 50.</p> <p>I can graph objects that is / is not attracted to a magnet.</p> <p>I can recognize letters and make their sound.</p> <p>I can TELL YOU IF MY PREDICTIONS ARE RIGHT OR WRONG</p> <p>I CAN IDENTIFY LETTERS</p> <p>I CAN JOIN SETS AND TELL HOW MANY IN ALL</p> <p>I can explain how magnets help us.</p> <p>I CAN READ SOME SIMPLE WORDS</p> <p>I CAN</p>	<p>I CAN WRITE LETTERS IN MY NAME</p> <p>I CAN TELL IF A GROUP OF OBJECTS IS MORE OR LESS THAN</p> <p>I can dress appropriately for winter weather.</p> <p>I can write letters and numbers.</p> <p>I can create patterns.</p> <p>I can compare and order by size.</p> <p>I can count beyond 50 objects.</p> <p>I CAN FIND AND NAME LETTERS IN MY ENVIRONMENT</p> <p>I CAN TELL HOW WINTER WEATHER AFFECTS MY DAILY ACTIVITIES</p>	<p>I can count how many eggs are in a dozen</p> <p>I can tell you that letters make sounds.</p> <p>I can tell you when things happen.</p> <p>I can tell you about parts of a word (syllables).</p> <p>I can use the words to tell or describe where things are. ( spatial awareness)</p> <p>I can jump.</p>	<p>I can explain what migrate means and what animals migrate.</p> <p>I can write my first and last name.</p> <p>I can explain the what hibernate means and what animals hibernate.</p> <p>I can use words to tell the position of objects.</p> <p>I can explain how animals adapt in winter.</p> <p>I can extend/create a pattern.</p>
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		<p>DETERMINE THE TOTAL OF TWO SETS</p> <p>I can write letters.</p> <p>I can use tools for writing and drawing.</p> <p>I can explain one way to make a magnet.</p> <p>I CAN SORT LETTERS THAT ARE AND ARE NOT IN MY NAME</p>			
<p><b>Critical Vocabulary</b> Celebrations, customs, holiday, poinsettia, piñata, sombrero, Hanukkah, menorah, Kwanzaa, Kinara</p>	<p><b>Critical Vocabulary</b> art, artist, painting, painter, drawing, collage, create, rhythm</p>	<p><b>Critical Vocabulary</b> magnet, magnetic, iron, poles, steel, repel, attract, metal</p>	<p><b>Critical Vocabulary</b> Ice, icicle, snow, snowflake, blizzard, cold, freeze, sled, ski, skate, mitten, glove, scarf, toboggan, hat</p>	<p><b>Critical Vocabulary</b> Egg, broken, Grandfather clock, pail, Crown, well, nimble, quick, rhyme</p>	<p><b>Critical Vocabulary</b> hibernate, migrate, adapt, survive, habitat, cave, den</p>
<p><b>Suggested Strategies/Activities</b> Mexico-paper Mache piñata-water, flour, strips of newspaper, large balloon inflated (cover balloon with paper and paste, paint when dry)  Hanukkah-candles-match pairs of different</p>	<p><b>Suggested Strategies/Activities</b>  Make letters out of play dough  Paint card mosaic-paint samples precut into different sizes of squares, encourage to glue on paper  Musical shapes-place various shapes on the</p>	<p><b>Suggested Strategies/Activities</b>  Magnetic letters and stove burner covers to make name or words  Bar or horseshoe</p>	<p><b>Suggested Strategies/Activities</b>  Comparing sizes and predicting using a bowl of different sized ice cubes, tongs, spoons, and empty bowls-Encourage them to use tongs and spoons to move the ice from one container to another as they watch the effects of room temperature</p>	<p><b>Suggested Strategies/Activities</b>  Humpty Dumpty-plastic eggs and egg carton, encourage child to put eggs in carton, count them and discover how many eggs are in a dozen  SCHOOL READINES</p>	<p><b>Suggested Strategies/Activities</b> Measure stuff animals or animal puppets with unifix cubes, count the cubes, and write the number  Use feather as a paintbrush and encourage students to write name, numbers, or letters</p>

<p>color candles and counting candles or use the candle counting cakes</p> <p>KWAANZA STRAW BRACELETS- black yarn, large red and green straws- Cut the straws into 1" sections. black yarn piece. Tape around one end of his yarn section, then using the taped end as a needle, lace on straw sections in are red/ green pattern</p> <p>SCHOOL READINESS: DR. JEAN PHONERCISE-YOUTUBE IF YOU DON'T HAVE THE CD</p> <p>counting and number recognition-Write numbers on Christmas trees, children place correct number of mini ornaments or gifts OR USE PLAYDOH TO MAKE ORNAMENTS</p>	<p>floor, when the music stops have them stand on a shape.</p> <p>SCHOOL READINESS: COUNTING TO 50 USING NUMBERLINE</p> <p>SCHOOL READINESS: MIXING COLORS, USE COLOR WORDS CARDS AND HAVE THEM FIND THAT COLOR AND PLACE PAINT ON PAPER, HOLD UP ANOTHER COLOR WORD CARD AND HAVE THEM MIX TO MAKE NEW COLOR</p> <p>SCHOOL READINESS: USING WRITTEN MATERIALS, SUCH AS NEWSPAPER, MAGAZINES, AND FIND AND HIGHLIGHT THE LETTER OF THE WEEK</p>	<p>Magnet and paper clips - encourage them to count home many clips are attracted to the magnet</p> <p>Use a Styrofoam bowl for a boat. Slide a large steel paper clip onto the rim of the bowl. Place the boat in the water table or tub. Invite children to take turns holding a magnet a short distance from the boat.</p> <p>SCHOOL READINESS; BEGINNING SOUNDS OF WORDS- MAKE A CHART OF AS MANY WORDS THEY CAN THINK OF THAT STARTS WITH GIVEN LETTER</p> <p>SCHOOL READINESS: WRITE NAME</p>	<p>Snowball sizes-white craft pompoms in 3 different sizes. Obtain 3 different sized plastic jars or boxes and attach a snowman size cards on each box: small, medium, large. Place the pompoms (snowballs) in one container and have them sort by size</p> <p>SCHOOL READINESS: BALANCING SKILLS-STAND ON ONE FOOT AND OTHER FOOT, WALKING HEEL TO TOE, HOPPING</p> <p>SCHOOL READINESS: WRITING LETTERS, COUNTING, AND Graphing Description: graphing, counting, and letters, make a snowman name graph- students take one circle for each letter of their name, and one more for the head. Count everyone's snowballs and talk about are their fewer or more names with 7 letters, 5 letters, etc</p> <p>SCHOOL READINESS: number recognition Description: Counting and number recognition using pasta wheels, COTTON BALLS, POMPOMS. write a number on top of paper and they make a snow picture and add corresponding amount of snow</p>	<p>Color Game birthday candles – sort a variety of large birthday candles by color. Then have them count how many candles of each color there are AND TELL WHEN BIRTHDAY IS</p>	<p>Use a blanket over a small table to make a cave using a bear puppet have the students place the bear in, over, beside, under, and so forth (spatial relationships)</p> <p>SCHOOL READINESS; BIRTHDAY SONG FOR JACK HARTMAN ON SONGSFORTEACHING.COM</p> <p>LETTERS USING FEATHERS AND LETTER CARDS FROM MAKE LEARNING FUN</p> <p>POSITION USING PAPER BOWL AND BEAR COUNTERS AND HAVE PLACE BEARS WITH VARIOUS POSITIONS</p>
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		ON TOP AND THEN HAVE sorting letters in my name and not in my name using magnetic letters. HAVE THEM GET A HANDFUL OF LETTERS			
<p><b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs</p> <p><b>Summative</b> GOLD Anecdotal Notes Work Samples Photographs Videos Constructed Response</p> <p><b>Common</b> GOLD Anecdotal Notes</p>	<p><b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs</p> <p><b>Summative</b> GOLD Anecdotal Notes Work Samples Photographs Videos Constructed Response</p> <p><b>Common</b> GOLD Anecdotal Notes</p>	<p><b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs</p> <p><b>Summative</b> GOLD Anecdotal Notes Work Samples Photographs Videos Constructed Response</p> <p><b>Common</b> GOLD Anecdotal Notes</p>	<p><b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs</p> <p><b>Summative</b> GOLD Anecdotal Notes Work Samples Photographs Videos Constructed Response</p> <p><b>Common</b> GOLD Anecdotal Notes</p>	<p><b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs</p> <p><b>Summative</b> GOLD Anecdotal Notes Work Samples Photographs Videos Constructed Response</p> <p><b>Common</b> GOLD Anecdotal Notes</p>	<p><b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs</p> <p><b>Summative</b> GOLD Anecdotal Notes Work Samples Photographs Videos Constructed Response</p> <p><b>Common</b> GOLD Anecdotal Notes</p>
<p><b>Resources Needed</b> Internet</p>	<p><b>Resources Needed</b> Internet</p>	<p><b>Resources Needed</b></p>	<p><b>Resources Needed</b> Internet</p>	<p><b>Resources Needed</b> Internet</p>	<p><b>Resources Needed</b> Internet</p>

United Streaming Playdough Cookie Cutters	United Streaming Playdough CD player Paint Samples Glue Scissors	Internet United Streaming Magnets Paper Clips Magnetic Letters	United Streaming Ice Pom Poms Tongs or Spoons	United Streaming Variety of Transportation Foil or Clay	United Streaming Stuff Animals Unifix Cubes Blanket Feather
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Weeks 25-27	Weeks 28-30
<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b>  <b>Unit/Topic</b> <b>WEEK 25: HEART HEALTH/EXERCISE</b> <b>WEEK 26: PRESIDENTS</b> <b>WEEK 27: ADVENTURES IN SPACE</b>	<b>CORE CONTENT 4.1</b> <b>Common Core Standards</b>  <b>Unit/Topic</b> <b>WEEK 28: DR. SEUSS</b> <b>WEEK 29: DINOSAURS</b> <b>WEEK 30: WHAT'S BUGGIN' YOU (INSECT/ANT STUDY)</b>
<p><b>WEEK 25:</b> Gold Obj-1c, 2c, 4, 5, 6, 8b, 13, 20a, 21a, 24, 29, 30</p> <p>EC Standards-Arts-1.1.1, Language-1.3.4, 2.1.2, 2.2.4,4.2.1, Health-1.1.3, Math-1.1.5, 1.1,9, 1.2.1, 1.3.1, 1.3.5, Physical- 1.1.4, 1.2.1,1.2.2, 1.3.2, Science- 1.2.1, 1.2.3,1.5.2, Social Studies-1.1.7,1.6.1</p> <p>Head Start Outcomes- P-ATL 2, P-ATL 3, P-ATL 6, P- ATL 7, P-ATL8, P-ATL 10, P-SE1, P-SE 2, P- SE 3, P- SE 4, P- SE 10, P- LC 1, P-LC 2, P-LC 6, P-LIT 1, P- LIT2, P-LIT 4, P-LIT 5, P- LIT 6, P-MATH 1, P- MATH 3, P-MATH 6, P- MATH 8, P-PMP 1, P-PMP 3, P-PMP 5.</p> <p>School readiness goals: 1, 2, 3, 4, 5, 8, 10, 11, 13, 14, 16</p> <p><b>WEEK 26:</b> GOLD Obj: 2b, 11c, 13, 20a, 20b, 20c, 23, 24, 32</p> <p>Kentucky Early Childhood Standards-Arts 1.1.2, 2.1.3, 2.24, 3.6.4, 4.2.1, 4.2.2, Health/Mental Wellness - 1.2.5, Math - 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.9, 1.1.10, 1.3.2, 1.4.5, Physical Development 1.4.2, Social Studies - 1.1.1, 1.13, 1.15, 1.1.6, 1.3.2, 1.3.3, 1.4.1, 1.5.1, 1.5.3, 1.6.5</p> <p>Head Start Outcomes: - P-ATL 1. P- ATL 2, P-ATL 3. P- ATL 6, P-ATL 7, P-ATL8, P-ATL 11, P-SE1, P-SE 2, P-SE3, P-SE4, P-SE 11, P-LC1, P-LC 2, P-LC 3, P-LC 5, P-LC 6, P-LIT2, P-LIT 3, P-LIT</p>	<p><b>WEEK 28:</b> GOLD Obj: 1a, 2b, 3a, 3b, 5, 12b, 13, 14a, 15a, 15b, 15c17a, 17b, 18b, 18c, 21a, 22, 26, 28, 33, 34</p> <p>KY EC Standards:Language-3.1.1, 3.2.1, 3.2.2, 3.4.1, 3.4.3, 3.4.6, 3.5.2, 4.3.5, Health-1.1.3 Math-1.2.11.4.2, 1.4.3 Physical-1.2.1, Science-1.2.2, Social Studies1.6.3, 1.6.6</p> <p>Head Start Outcomes: P-ATL 2, P-ATL 3, P-ATL 4. P-ATL 5, P- ATL 6, P- ATL7, P-SE 1, P-SE 2, P-SE 3, P-SE 9, P-SE 10, P-SE 11, P-LC 1, P-LC 2, P-LC 3, P-LC 4, P-LIT 2, P-LIT 3, P-LIT 4, P-LIT 5, P-LIT 6, P-MATH 1, P-MATH 4, P- MATH 6, P-MATH 9, P-PMP-1, P-PMP 2, P-PMP 3, P- PMP 4</p> <p>School readiness goals: 1, 2, 3, 4, 5, 8, 9, 10, 11, 13, 14, 15, 16</p> <p><b>WEEK 29:</b> GOLD Obj: 1a, 1b, 1c, 2c, 3b, 4, 7a, 7b, 8b, 9a, 9b, 11d, 12b, 13, 14b, 16a, 16b, 17a, 20a, 20b, 24, 27, 33, 36</p> <p>Kentucky Early Childhood Benchmarks: Arts and humanities-1.1, 1.4, Language Arts-1.3, 2.2, 3.3, 4.2, Health and Mental Wellness-1.3, Math-1.1, 1.2, PE-1.2, Science-1.1, Social Studies-1.2, 1.5</p>

<p>4, P- LIT 5, P-LIT 6, P-MATH 1, P-MATH 5, P-MATH 6, P-MATH 8, P-MATH 9, SCI-5, PMP-2, PMP-3, PMP 6.</p> <p>School readiness goal: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 15</p> <p><b>WEEK 27:</b> KY EC Benchmarks-Arts-1.1.1, 1.4.1, language-1.2.1, 1.2.2., 1.3.1, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.2.2, 3.3.1, 3.3.2, 3.4.5, 3.4.6, 4.2.3, 4.2.4, 4.3.1, 4, 3, 2, health-1.1.1, 1.1.5, *1.4.2, 1.4.5, Math-1.1.1, 1.1.3, 1.1.9, 1.1.11, 1.4.1, Physical-1.4.1, 1.4.2, Science-1.2.1, 1.2.3, 1.4.2, Social-1.2.4, 1.4.1., 1.4.2, 1.4.4,</p> <p>GOLD-1b, 7a, 7b, 8a, 8b, 10a, 12b, 14a, 16a, 16b, 18b, 19a, 18b, 23, 24, 33, 37</p> <p>Head Start Outcomes Framework- P-ATL 1, P-ALT 5, P-ALT6, P-ALT 7, P-ALT 8, P-ALT11, P-SE1, P-SE 2, P-SE 3, P-SE 4, P-LC 1, P-LC 2, P-LC 3, P-LC 4, P-LIT 2, P-LIT 3, P-LIT 4, P-LIT 5, P-LIT 6, PMATH 1, P- MATH 2, P- MATH 3, P- MATH 4, P- MATH 6, P- MATH 10, P- SCI 1, P- SCI 2, P-SCI 4, P-SCI 5, P-SCI 6, P-PMP 2, P-PMP 5, P-PMP 6.</p> <p>school readiness goals: 1, 2, 3, 4, 5, 8, 9, 10, 11, 13, 14, 15, 16</p> <p><b>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning</b></p>			<p>Head Start Outcomes: P-ATL 7, 13, P-SE4, 5, 7, 9, PLC3, 5, PLC6, 7, PLIT2, 3, 5, PLIT6, MATH1, MATH5, MATH8, PSCI2, 3, PPMP1, 2, 3, 4</p> <p>SCHOOL READINESS GOALS:1, 2, 7, 8, 9, 10, 11, 14, 16</p> <p><b>WEEK 30:</b> KY EC Benchmarks-Arts 1.4.1, LA-2.2.1, 3.2.1, 3.6.1, 4.1.1 HMW-1.1.1, Math-1.1.1, 1.3.1, PE-1.2.1. S-1.2.1, 1.4.1, Social Studies-1.2.1</p> <p>GOLD Obj:2b, 3a, 5, 7a, 9a, 10a, 11d, 13, 18c, 21a, 25, 27, 33</p> <p>Head Start Outcomes: PALT1, 4, 7, 11, PSE4, 6, 10, PLC2, 3, 4, 5, 7, PLIT2, 3, 5, 6, MATH6, MATH10, PSCI1, 4, 5, 6, PPMP2, 3, 5</p> <p>SRG-1, 2, 7, 8, 10, 11, 14, 15</p> <p><b>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning</b></p>		
CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
<p><b>Identify Sub-Topics</b> HEALTHY, DIET, HEART, ORGAN, CIRCULATION</p>	<p><b>Identify Sub-Topics</b> PRESIDENTS, MONUMENT, LEADER, SERVICE</p>	<p><b>Identify Sub-Topics</b> SOLAR SYSTEM, PLANETS, ASTRONAUT</p>	<p><b>Identify Sub-Topics</b> AUTHOR, ILLUSTRATOR, PEN NAME, WRITER</p>	<p><b>Identify Sub-Topics</b> EXTINCT, CARNIVORE, HERBIVORE, OMNIVORE, PREHISTORIC</p>	<p><b>Identify Sub-Topics</b> INSECTS, LIFE CYCLE, ENTOMOLOGIST, ANTS, COLONY</p>
<p><b>I CAN STATEMENTS:</b> I can identify the size and location of the heart.  I can describe the hearts basic function which is to pump blood.</p>	<p><b>I CAN STATEMENTS:</b> I can define president as the leader of The United States of America.  I can identify, draw, and describe shapes.</p>	<p><b>I CAN STATEMENTS:</b> I can define what an astronaut does.  I can count forward and backwards.</p>	<p><b>I CAN STATEMENTS:</b> I can produce rhyming words  I can identify the beginning and ending sound of words.  I CAN SORT</p>	<p><b>I CAN STATEMENTS:</b> I can name some basic dinosaur facts.  I can define define the word extinct.</p>	<p><b>I CAN STATEMENTS:</b> I can tell you where ants live.  I can tell you where to begin to read.  I CAN COUNT TO</p>



<p>I can identify letters and sounds the letters make</p> <p>I can compare the shape of a real heart to a valentine heart.</p> <p>I can use tools to measure.</p> <p>I can name body parts and what they do.</p> <p>I can explain that exercise makes the heart beat faster.</p> <p>I can identify activities that are good for the heart.</p> <p>I can write my first and last name.</p> <p>I can write letters of the alphabet.</p> <p>I can name different types of exercises.</p> <p>I can count orally to 50.</p>	<p>I CAN WRITE LETTERS OR NUMBERS</p> <p>I can name our 1st president.</p> <p>I can USE OBJECTS TO HELP ME SHOW ADDITION.</p> <p>I can sort.</p> <p>I CAN UNDERSTAND PRINT CONCEPTS</p> <p>I can name our 16th president.</p> <p>I compare sizes of coins.</p> <p>I CAN USE OBJECTS TO HELP ME SHOW SUBTRACTION</p> <p>I CAN RECOGNIZE LETTERS WHEN PRESENTED IN RANDOM ORDER</p> <p>I can explain the duties of the president.</p> <p>I can write numbers.</p> <p>I can SORT COINS BY VARIOUS ATTRIBUTES</p> <p>I CAN MAKE THE SOUND FOR EACH LETTER</p>	<p>I CAN WRITE LETTERS AND WORDS</p> <p>I can use words to describe what I see.</p> <p>I can use letters to make my name.</p> <p>I CAN NAME THE TRANSPORTATION USED TO TRAVEL TO SPACE</p> <p>I CAN COUNT FORWARDS AND BACKWARDS TO 10</p> <p>I can describe the Earth's environment and why it's good for life.</p> <p>I CAN RECOGNIZE NUMBERS</p> <p>I CAN WRITE RECOGNIZABLE LETTERS AND NUMBERS</p> <p>I CAN COMPARE AND CONTRAST THE SUN, MOON, STARS, AND EARTH</p> <p>I can write words.</p> <p>I CAN COMPARE THE QUANTITIES OF TWO NUMBER</p>	<p>I can name the parts of a book.</p> <p>I can identify colors / color words.</p> <p>I can use pictures to retell a story.</p> <p>I CAN DO SIMPLE ADDITION</p> <p>I can join sets and tell how many in all.</p> <p>I can make a pattern.</p> <p>I CAN READ LETTERS AND SOME WORDS</p> <p>I CAN USE ILLUSTRATIONS TO RETELL A STORY</p> <p>I can use tools to measure.</p> <p>I can draw / write a word that begins with a given letter.</p> <p>I CAN WRITE NUMBERS</p> <p>I CAN SORT SHOES</p>	<p>I can write some words.</p> <p>I MATCH QUANTITY TO NUMBERS.</p> <p>I can name and write some numbers.</p> <p>I can use tools to measure.</p> <p>I CAN READ SOME WORDS</p> <p>I CAN EXPLAIN WHAT A HERBIVORE EATS</p> <p>I can join sets and tell how many in all.</p> <p>I can count objects to 50.</p> <p>I CAN RECOGNIZE LETTERS AND SOUNDS</p> <p>I CAN EXPLAIN WHAT A CARNIVORE EATS</p> <p>I can explain change over time.</p> <p>I can draw a</p>	<p>50 AND BEYOND</p> <p>I can follow multi-step directions.</p> <p>I can compare / contrast ants to other insects.</p> <p>I CAN MATCH QUANTITY TO A GIVEN NUMBER</p> <p>I CAN READ LETTERS AND SOME WORDS</p> <p>I can use a variety of materials to represent where bugs live.</p> <p>I can tell you what ants eat.</p> <p>I can WRITE LETTERS AND WORDS</p> <p>I CAN READ SOME NUMBERS</p> <p>I can describe HOW INSECTS HELP US</p> <p>I CAN JOIN SETS AND TELL HOW MANY</p> <p>I CAN READ LETTERS AND SOME WORDS</p>
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				dinosaur and tell what it eats.  I CAN RECOGNIZE NUMBERS  I CAN ANSWER QUESTIONS FROM A BOOK READ	
<b>Critical Vocabulary</b> heart, pump, circulate, muscle, exercise, healthy, aerobic, weightlifting, diet, muscle, organ, heart rate, vein, artery	<b>Critical Vocabulary</b> President, leader, nation, Patriotism, pledge, honest, monument, memorial	<b>Critical Vocabulary</b> space, astronaut, solar system, comet, planet, Earth, star, moon, rocket, launch, telescope	<b>Critical Vocabulary</b> author, illustrator, real, nonsense, imagine, pretend, fantasy, fiction, nonfiction, pen name	<b>Critical Vocabulary</b> dinosaur, extinct, paleontologist, volcano, fossil, herbivore, carnivore, prehistoric	<b>Critical Vocabulary</b> insects, bugs, bees, wasps, beehive, honeycomb, ant, colony, cooperate, fireflies, lightening bugs, lady bugs, aphids, entomologist, habitat
<b>Suggested Strategies/Activities</b>  Hopscotch or bean bag throw using letters or numbers  Large paper (bulletin board or freezer paper) for body tracing adding parts each day. Encourage students to name body parts and measuring tape to compare heights.  SCHOOL READINESS: DR. JEAN PHONERCISE- YOUTUBE IF YOU DON'T HAVE THE CD	<b>Suggested Strategies/Activities</b>  Red, white, and blue chalk to draw shapes and describe the shape  Play money to count, sort, or make patterns  Coins hidden in sand. Encourage students to find, name coin, count, compare sizes  SCHOOL READINESS: ADD 'EM SONG BY HARRY KINDERGARTEN- YOUTUBE	<b>Suggested Strategies/Activities</b>  Sing song Count Down to Blast Off by Jack Hartman  Discuss colors and cause and effect using coffee filter. To make planets- paint a coffee filter with watercolors or markers and glue it onto black paper. If you use markers spritz with water.  Paper stars to sort and create patterns  SCHOOL READINESS: SHAPE SONG BY HAVE FUN TEACHING  SCHOOL READINESS: Name Rockets Description:	<b>Suggested Strategies/Activities</b>  Hat-paper bag, red and white strips of paper to make a pattern  Various color of paper fish or colored goldfish crackers to sort, pattern, and count  Color, number, or letter fishing game  Make a book  SCHOOL READINESS:BOOK HANDLING SKILLS  H.F. M.- Measurement (pg. 186 – Explore Non-Standard / Standard Measurement Tools): Measure feet & other body parts(fingers, hands, arms, etc.) using Non-Standard measurement tools -unifix cubes)Compare & Contrast - More / Less Measurement Feet by the Foot	<b>Suggested Strategies/Activities</b>  Tray of clay and sticks to copy word wall words or names  Small toy dinosaurs to count, sort, and pattern  Unifix cubes-use dinosaur "bones" of various lengths (cut from felt), line Unifix cubes along the bone, and count how many cubes fit on the bone  SCHOOL READINESS: DINOSAUR SIGHT WORD ACTIVITIES	<b>Suggested Strategies/Activities</b>  Bee Strips -Cut out bee shapes. Have the children cut out black and yellow strips to add to their bee. Then have the students glue the stripes on their bee  Pick out rhymes using song bank, such as, Little Miss Muffet Rhyme and itsy bitsy spider  Sorting by Sizes- three sizes of craft pom poms (our pretend fuzzy bugs) to sort by size into different sized containers

<p>SCHOOL READINESS: COUNTING, Measurement and estimation Description: Have them take a heart shape and see how many unifix cubes fit inside. HAVE DIFFERENT SIZES OF PAPER HEARTS</p>		<p>Name Rocket- write each letter of their name on squares of paper, glue the letters in order on paper, and decorate it to look like a rocket</p> <p>Constellations- a piece of construction paper with a number written on it in black ink. Children place the paper on the carpet and poke small holes along the numeral with a toothpick. When they finished, they hold the paper up to the light, and it looks like stars are shining through in the shape of the number</p>	<p>Game (Standard) - Measuring various items by the foot (12 inches)</p>		<p>SCHOOL READINESS: COUNTING BUG JAR</p> <p>SCHOOL READINESS: SWAT A LETTER OR WORD, COULD ALSO DO SOUNDS</p> <p>SCHOOL READINESS: NUMBER AND QUANTITY-SQUISH THE BUG GAME, TOOK THE FOOT FROM THE GROSS MOTOR SET AND TAPE PICTURES OF VARIOUS INSECTS, A CHILD DRAWS A NUMBER AND FIND A BUG AND HOP ON ONE FOOT THAT AMOUNT OF TIMES</p>
<p><b>Balanced Assessment:</b></p> <p><b>Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs</p> <p><b>Summative</b> GOLD Anecdotal Notes Work Samples Photographs</p>	<p><b>Balanced Assessment:</b></p> <p><b>Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs</p> <p><b>Summative</b> GOLD Anecdotal Notes Work Samples Photographs</p>	<p><b>Balanced Assessment:</b></p> <p><b>Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs</p> <p><b>Summative</b> GOLD Anecdotal Notes Work Samples</p>	<p><b>Balanced Assessment:</b></p> <p><b>Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs</p> <p><b>Summative</b> GOLD Anecdotal Notes</p>	<p><b>Balanced Assessment:</b></p> <p><b>Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs</p> <p><b>Summative</b> GOLD</p>	<p><b>Balanced Assessment:</b></p> <p><b>Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs</p> <p><b>Summative</b> GOLD</p>

<p>GOLD Anecdotal Notes Work Samples Photographs Videos</p> <p><b>Common GOLD Anecdotal Notes</b></p>	<p>Videos Constructed Response</p> <p><b>Common GOLD Anecdotal Notes</b></p>	<p>Photographs Videos Constructed Response</p> <p><b>Common GOLD Anecdotal Notes</b></p>	<p>Work Samples Photographs Videos Constructed Response</p> <p><b>Common GOLD Anecdotal Notes</b></p>	<p>Anecdotal Notes Work Samples Photographs Video Constructed Response</p> <p><b>Common GOLD Anecdotal Notes</b></p>	<p>Anecdotal Notes Work Samples Photographs Videos Constructed Response</p> <p><b>Common GOLD Anecdotal Notes</b></p>
<p><b>Resources Needed</b> Internet United Streaming Bean Bags Large Paper</p>	<p><b>Resources Needed</b> Internet United Streaming Pictures of Presidents Chalk Pretend Money Plastic Coins</p>	<p><b>Resources Needed</b> Internet United Streaming Construction Paper Books</p>	<p><b>Resources Needed</b> Internet United Streaming CD Player Jack Hartman CD-Math All Around Coffee Filters Markers</p>	<p><b>Resources Needed</b> Internet United Streaming Unifix cubes Plastic Dinosaurs Clay</p>	<p><b>Resources Needed</b> Internet United Streaming Maps Streamers CD Player CD-Fiesta</p>

Weeks 31-33	Weeks 34-36
<p><b>CORE CONTENT 4.1 Common Core Standards</b></p> <p><b>Unit/Topic</b>  <b>WEEK 31: SPRING IS IN THE AIR</b>  <b>WEEK 32: SPRING/FLOWER STUDY CONTINUED</b>  <b>WEEK 33: THE WORLD IS A RAINBOW (CLOTHING STUDY)</b></p>	<p><b>CORE CONTENT 4.1 Common Core Standards</b></p> <p><b>Unit/Topic</b>  <b>WEEK 34: OCEAN</b>  <b>WEEK 35: ENVIRONMENT</b>  <b>WEEK 36: CIRCUS</b></p>
<p><b>WEEK 31:</b> KY EC Benchmarks-Art-1.1.1, 1.1.3, English Language-1.2.1, 1.2.2, 1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.3.1, 3.3.2, 3.3.3, 3.4.5, 4.2.1, 4.2, 2, 4.2.4, 4.3.1, Health- 1.1.1, 1.1.5, 1.2.2, 1.2.4, 1.4.5, Math-1.1.1, 1.1.2, 1.1.3, 1.1.9, 1.1.10, 1.1.11, 1.3.5, Physical - 1.4.1, 1.4.2, Science- 1.1.1, Social-1.4.1, 1.4.2</p> <p>GOLD-1a, 7a, 7b, 8b, 13, 15a, 16a, 16b, 19a, 20a, 20b, 23, 28, 33, 37</p>	<p><b>WEEK 34:</b> KY EC Benchmarks-Arts-1.1.1, 1.3.1, English-2.1.1, 2.1.2, 2.1.3, 3.1.1, 3.1.3, 3.3.1, 3.5.1, 4.2.1, 4.2.3, 4.2.4, 4.3.1, 4.3, 2, Health- 1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.2.1, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.3, 1.3.2, 1.3.4, 1.3.5, Physical- 1.4.1, 1.4.2, 1.4.2, 1.4.3, Social - 1.1.1, 1.1.7, 1.4.1, 1.4.2</p> <p>GOLD-4, 7a, 7b, 8a, 8b, 10a, 11d, 12b, 19a, 20a, 20b, 22, 23, 32, 37, Head Start Outcomes Framework-PATL 2, 10, 12, PSE 10, 11, PLC1, 3, 7, PLIT2, 3, 4, 5, 6, MATH2, 5, 8, PSC11, 2, 5, PPMP1, 2, 3, 6</p>

KY Head Start Outcomes Framework-PATL2, 5, 10, 11, PSE 1, 4, 10, 11, PLC3, 4, 5, PLIT2, 3, 5, 6, MATH4, MATH9, MATH10, PSCI 1, 2, 3, PPMP2, 6

SRG-4, 5, 7, 8, 9, 10, 11, 13, 14, 15

**WEEK 32:** KY EC Benchmarks-Language Arts- 1.1.1, 1.2.3, 1.3.1, 2.1.1, 2.1.2, 2.1.3, 3.1.1, 3.3.1, 3.3.2, 3.3.3, 4.2, 1, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.4.2, 1.4.5, Math-1.1.1, 1.1.2,1.1.3, 1.1.6, 1.1.9, 1.3.2, 1.3.4, 1.3.5, Physical- 1.4.1, 1.4.2, 1.4.4, Science-1.2.2, 1.4.1, Social - 1.4.1, 1.4.2, 1.6.6

GOLD- 1a, 12b, 13, 18a, 19b, 20a, 23, 25, 27

Head Start Outcomes Framework-P-ATL3, 6, 7, PSE1, 2, 3, PLC4, 5, 6, PLIT2, 3, MATH9, MATH10, PSCI2, 3, 5, PPMP1, 2, 3, 4

SRG-1, 2, 7, 8, 10, 11, 13, 14, 15

**WEEK 33:**KY EC Benchmarks - Arts - 1.1.1, 1.2.4, 2.1.4, 3.1.3, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, Health/Mental Wellness - 1.2.4, 1.4.3, Math - 1.1.2, 1.1.5, 1.1.9, 1.1.10, 1.1.11, 1.2.1, 1.2.2, 1.3.1, 1.3.2, Physical Development - 1.4.2, Science 1.1.3, Social Studies - 1.2.4, 1.6.3

GOLD - 2b, 7a, 7b, 9d, 10a, 11a, 11d, 13, 14a, 14b, 17a, 20a, 20c, 23, 30, 32

Head Start Outcomes Framework-PATL-3.4, 6, 7, PSE4, 5, 11, PLC2, 4, 6, 7, PLIT1, 2, 3, MATH4, MATH5, PSCI4, PPMP1, 2, 3, 4

SRG-3, 4, 7, 8, 9, 13, 16

***IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning***

SRG-1, 2, 34, 8, 10, 11, 13, 14, 15, 16

**WEEK 35:** KY EC Benchmarks-Arts1.1.1, 1.2.1, 1.3.1, 2.1.1, English-2.1.2, 2.1.3, 2.1.4, 3.1.1, 3.3.1, 3.3.2, 4.2.2, 4.2.3, 4.2.4, 4.3.1, 4.3.2, Health-1.1.1, 1.1.5, 1.2.1, 1.4.2, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.3, 1.1.11, 1.3.2, 1.3.5, Physical- 1.1.1, 1.44.1, 1.4.3, Social - 1.4.1, 1.4.2,

GOLD-1a, 1b, 7a, 7b, 8b, 13, 15a, 16a, 16b, 19a, 20a, 20b, 22, 23, 28, 33

Head Start Outcomes Framework-PATL-10, 11, 12, PSE 9, 10, 11, PLC 3, 4, PLIT 2, 3, 6, MATH2, 5, PSCI1, PPMP1, 2, 3, 6

SCHOOL READINESS-1, 2, 3, 4, 8, 10, 11, 13, 14, 15, 16

**WEEK 36:** KY EC Benchmarks-Arts-1.1.1, 1.3.1, English-2.1.1, 2.1.2, 2.1.3, 3.1.1, 3.1.3, 3.3.1, 3.5.1, 4.2.1, 4.2.3, 4.2.4, 4.3.1, 4.3, 2, Health- 1.1.1, 1.1.5, 1.2.1, 1.2.2, 1.2.1, 1.4.5, Math- 1.1.1, 1.1.2, 1.1.3, 1.3.2, 1.3.4, 1.3.5, Physical- 1.4.1, 1.4.2, 1.4.2, 1.4.3, Social - 1.1.1, 1.1.7, 1.4.1, 1.4.2

GOLD-4, 7a, 7b, 8a, 8b, 10a, 11d, 12b, 19a, 20a, 20b, 22, 23, 32, 37

Head Start Outcomes: PATL-9, 10, 12, 13, PSE 9, 10, 11, PLC 3, 4, PLIT 2, 3, 6, MATH2, 5, PSCI1, PPMP1, 2, 3, 4

SCHOOL READINESS GOALS-1, 2, 3, 4, 8, 10, 11, 13, 14, 15,

***IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning***

CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify Sub-Topics SEASONS, REBIRTH	Identify Sub-Topics SEASONS, PLANTS, FLOWERS	Identify Sub-Topics CULTURES, SIMILARITIES, DIFFERENCES	Identify Sub-Topics BEACH, SEA LIFE, SEASHORE	Identify Sub-Topics RECYCLE, REDUCE, REUSE, POLLUTION	Identify Sub-Topics PERFORMERS, TRAINERS, ACTS
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS: I CAN LOCATE THE	I CAN STATEMENTS:	I CAN STATEMENTS:

<p>I can write and copy words.</p> <p>I can explain how a caterpillar changes into a butterfly.</p> <p><b>I CAN TELL YOU THE BEGINNING AND ENDING SOUND OF WORDS</b></p> <p><b>I CAN READ NUMBERS AND SOME NUMBER WORDS</b></p> <p>I can count to 50.</p> <p>I can hop AND stand on one foot.</p> <p><b>I CAN USE LETTERS SOUNDS TO READ NEW WORDS</b></p> <p>I can tell you what hatches from eggs.</p> <p><b>I CAN READ LETTERS AND SOME WORDS</b></p> <p><b>I CAN FORWARD FROM A GIVEN NUMBER</b></p> <p>I can draw and explain a picture of a life cycle.</p> <p><b>I CAN MATCH QUANTITY WITH A NUMBER</b></p>	<p><b>I CAN EXPLAIN SEASONAL CHANGES IN SPRING.</b></p> <p><b>I CAN MEASURE AND COMPARE FLOWER SIZES (SMALL AND LARGE)</b></p> <p><b>I CAN READ LETTERS AND SOME WORDS</b></p> <p><b>I CAN COUNT TO 50 OR HIGHER</b></p> <p><b>I CAN NAME WHAT A PLANT NEEDS TO GROW.</b></p> <p><b>I CAN READ AND WRITE NUMBERS</b></p> <p><b>I CAN READ UPPER AND LOWER CASE LETTERS</b></p> <p><b>I CAN EXPLAIN HOW BEES HELP FLOWERS.</b></p> <p><b>I CAN WRITE AND READ SOME WORDS.</b></p> <p><b>I CAN COUNT ORALLY TO 50 AND BEYOND.</b></p> <p><b>I CAN IDENTIFY SOME PARTS OF PLANTS.</b></p> <p><b>I CAN EXPLAIN HOW</b></p>	<p>-</p> <p>I can use geography tools and located land areas on the globe.</p> <p>I can sort.</p> <p>I can identify colors and color words.</p> <p><b>I CAN WRITE NUMBERS</b></p> <p>I can explain how clothes get to be different colors.</p> <p>I can explain what clothes people wear in different parts of the world.</p> <p>I can recognize that people differ in language, dress, and food.</p> <p>I can join sets and tell how many in all.</p> <p><b>I CAN TIE, ZIP, SNAP, AND BUTTON</b></p>	<p><b>OCEAN ON A GLOBE.</b></p> <p>I can identify numbers to 20.</p> <p>I can count to 50.</p> <p><b>I CAN WRITE SOME WORDS</b></p> <p>I can identify letters and the sound each letter makes.</p> <p><b>I CAN ADD AND SUBTRACT</b></p> <p>I can explain the difference between salt water and fresh water.</p> <p>I can identify numbers.</p> <p><b>I CAN READ UPPER AND LOWER CASE LETTERS</b></p> <p><b>I CAN EXPLAIN HOW SAND IS MADE</b></p> <p>I can name and draw animals and plant life in the ocean.</p> <p>I can explain how to be safe around water.</p> <p><b>I CAN MATCH NUMBER TO QUANTITY</b></p>	<p>I can explain the word Environment.</p> <p>I can use geography tools such as a globe.</p> <p>I Can use numbers to count things that I collect.</p> <p>I can sort objects by the materials they are made of.</p> <p>I can write letters and some words.</p> <p>I can explain what reduce, reuse, recycle means.</p> <p>I can write my first and last name.</p> <p>I can explain ways that I can give Earth a helping hand.</p> <p>I can explain how to properly pick up trash and where to put it.</p> <p><b>I CAN MAKE SHAPES USING RECYCABLE MATERIALS</b></p>	<p><b>I CAN RECOGNIZE SHAPES THAT ARE IN A CIRCUS</b></p> <p>I can draw shapes.</p> <p>I can read some words.</p> <p><b>I CAN ADD</b></p> <p>I can identify letters and the sound each one makes.</p> <p><b>I CAN IDENTIFY NUMBERS AND COUNT OUT THAT AMOUNT OF OBJECTS</b></p> <p><b>I CAN NAME JOBS IN THE CIRCUS</b></p> <p>I can count objects to 50</p> <p>I can <b>COMPARE SETS AND TELL WHICH IS MORE THAN OR LESS THAN</b></p> <p><b>I CAN WRITE LETTERS AND SOME WORDS</b></p> <p><b>I CAN ILLUSTRATE THE ROLE ANIMALS PLAY IN THE CIRCUS</b></p> <p>I can recognize that different people have different roles and jobs in the community.</p> <p>I can <b>RECOGNIZE LETTERS WHEN GIVEN IN RANDOM ORDER.</b></p> <p><b>I CAN NAME AND DESCRIBE SHAPES</b></p>
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I CAN USE LETTER SOUNDS TO WRITE ABOUT THINGS I KNOW	EACH PART HELPS THE PLANT.  I CAN ADD  I CAN NAME CHARACTERS AND SETTING IN A STORY				
<b>Critical Vocabulary</b> spring, season, rebirth, hatch, cocoon, metamorphosis	<b>Critical Vocabulary</b> spring, season, plants, tend, garden, hatch, sprout, bud, rain, drizzle, sprinkles	<b>Critical Vocabulary</b> culture, Appalachia, Hispanic, diversity, neighborhood, hazel, community, sombrero, clothing, garments, laundry mat	<b>Critical Vocabulary</b> whale, dolphin, starfish, beach, ocean, wave, seashore, coast, sand, driftwood, shells, hermit crab, salt, water, lake, float, sink	<b>Critical Vocabulary</b> reuse, reduce, recycle, pollution, litter, garbage, trash, environment, Earth	<b>Critical Vocabulary</b> Clowns, trains, lions, tigers, elephants, bears, trapeze artists, popcorn, cotton candy, pretzels, peanuts, big top tents, balloons, tight rope walker, ringmaster, three rings, strongman, juggler, stilt walker
<b>Suggested Strategies/Activities</b> Bean bag basket toss-toss bean bag in giant basket  Hopping- roll a die and name the number that comes up. Take that many bunny hops forward, backward or around the carpet. Follow directions such as bunny hop on one foot, bunnies hop on the other foot, bunnies hop 3 times forward, bunnies hop 3 times backwards, and so forth  SCHOOL READINESS: PLASTIC EGGS TO MATCH NUMBER WORD AND NUMBER	<b>Suggested Strategies/Activities</b> Gardening measuring-various paper or plastic flowers to measure, compare sizes, and arrange by size.  Laminated seed packs to sort  Write names in sand  SCHOOL READINESS USING NUMBER LINE TO COUNT TO 100  FLOWER SWAT Description: PLACE FLOWER ON FLY SWATTER AND HAVE THEM SWAT GIVEN LETTER OR WORD	<b>Suggested Strategies/Activities</b> MATH-NUMBER LAUNDRY <b>Description:</b> Numeral Laundry materials: • String. • 20 clothespins. • Numeral cards 1–20 in the shapes of various articles of clothing. Preparation: Do the following: • Make a set of numeral cards in the shapes of various articles of clothing, such as pants, T-shirt, or socks. • Write a numeral on each clothespin. The numerals on the clothespins should correspond to the numerals on the cards. • Attach a string across the width of a	<b>Suggested Strategies/Activities</b> Sand and seashells – take a marker and write number on seashell, hide it in the sand and have them find a shell and tell that number and count up to that number.  Sandy letters-take sand, glue, and paper. Drizzle glue on paper and shake sand on it. Then shake excess off to reveal letter, numbers, or name.  Salt water verses fresh water sink and float activity  FISHING FOR SIGHT WORDS  SCHOOL READINESS; QUANTITY number recognition Description: Toothpick Sea Urchins-make a ball of playdoh	<b>Suggested Strategies/Activities</b> Empty food boxes and containers Paper bags, cash register play money, Sale flyers to open a grocery store. Encourage to count items.  Puzzles made from cereal box fronts  Don't Throw Your Junk in My Backyard (Greg and Steve)  SCHOOL READINESS: letter AND WORD writing Description: letter writing in sand-give each child a plate of sand and craft stick  alphabet soup Description:	<b>Suggested Strategies/Activities</b> Big Top: Cut out 3 squares, 4 triangles, 3 semi-circles, and 2 stars out of construction paper .Show them how to complete the circus tent (3 squares along bottom, 3 triangle on top to create roof, 1 small triangle on top of roof as a flag, 3 semi-circles as decoration on top of squares, and 2 stars in the sky). 3 animal crackers , glue them on the picture  Scales, bear counters and compare them against other Object  Cotton candy paint-Mix equal parts of shaving cream and glue. Add a small amount of red paint. Mix the ingredients together to make a puffy paint. Have the children "paint" cotton candy onto their paper,  SCHOOL READINESS: POPCORN ADDITION MATH MAT FROM HOMESCHOOLCREATIONS.NET

<p>SCHOOL READINESS; BEGINNING SOUNDS SPRING SET FROM PREKINDERS, USING CARDS AND CLOTHES PINS</p> <p>SCHOOL READINESS: PAPER BASKET WITH NUMBERS AND STUDENTS PUT THAT AMOUNT OF PLAYDOH EGGS IN BASKET</p>		<p>bulletin board to resemble a clothesline</p>	<p>and hold up number and child places that amount of toothpicks</p>	<p>alphabet soup-using old newspaper have them cut out letters and glue onto paper bowl pattern</p>	<p>SCHOOL READINESS: QUANTITIES; CIRCUS MATH MAT FOR MORE OR LESS THAN</p>
<p><b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs Checklists</p> <p><b>Summative GOLD</b> Anecdotal Notes Work Samples Photographs Videos Constructed Response</p>	<p><b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs Checklists</p> <p><b>Summative GOLD</b> Anecdotal Notes Work Samples Photographs Videos Constructed Response</p> <p><b>Common GOLD</b> Anecdotal Notes</p>	<p><b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs Checklists</p> <p><b>Summative GOLD</b> Anecdotal Notes Work Samples Photographs Videos Constructed Response</p>	<p><b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs Checklists</p> <p><b>Summative GOLD</b> Anecdotal Notes Work Samples Photographs Videos Constructed Response</p> <p><b>Common GOLD</b> Anecdotal Notes</p>	<p><b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs Checklists</p> <p><b>Summative GOLD</b> Anecdotal Notes Work Samples Photographs Videos Constructed Response</p> <p><b>Common</b></p>	<p><b>Balanced Assessment: Formative</b> Teacher Observations Anecdotal Notes Work Samples Photographs Checklists</p> <p><b>Summative GOLD</b> Anecdotal Notes Work Samples Photographs Videos Constructed Response</p> <p><b>Common GOLD</b> Anecdotal Notes</p>



<p><b>Common GOLD Anecdotal Notes</b></p>		<p><b>Common GOLD Anecdotal Notes</b></p>		<p><b>GOLD Anecdotal Notes</b></p>	
<p><b>Resources Needed</b> Internet United Streaming Plastic Insects Song Bank Pompoms Tongs</p>	<p><b>Resources Needed</b> Internet United Streaming Bean Bag Basket Dice</p>	<p><b>Resources Needed</b> Internet United Streaming</p>	<p><b>Resources Needed</b> Internet United Streaming CD Player</p>	<p><b>Resources Needed</b> Internet United Streaming</p>	<p><b>Resources Needed</b> Internet United Streaming Construction Paper Scales Stuff Animal Bear Shaving Cream Glue</p>