

	September	October	November	December	January	February	March	April	May	June
Science	Wood				Fabric			Animals 2x2		
Arts Infusion	Wood Sculptures Musical Instruments				Fabric Collage Weaving			Scientific Illustration – fish Theater: acting out life cycle Collage		
Social Studies	Getting To Know Self and Others -Names -Reading Buddy Interviews -Home-School Rules -Personal Timelines	Homes in Ballard Where Do I Live (Labeling, Listing Writing Connection)		2 nd Step Social Skills: Feelings and Pair Work		Timelines		Our Community: Ballard Google Maps, Walking Field Trips		
Arts Infusion	Self-Portraits		Mapping Neighborhood	Happy – Angry Dance Feeling Poems		Matching Pictures and Writing		Add to map of neighborhood		
Reading Foundational Skills	Alphabet Names and Sounds, Concepts of Print Pointing to words, L-R <i>RF 1 Print Concepts (a – d)</i> <i>RF 3a 1-1 Letter-Sound Correspondence</i>		Phonemic Awareness, Listening for beginning and ending sounds Rhyming <i>RF 3d Distinguish Words by sounds (eg bad, bed)</i>	Listening for Short Vowels, Short Vowel Word Families <i>RF 3b Short Vowel Sounds</i> <i>RF 3d Distinguish Words by sounds (eg bad, bed)</i>	Introduction of Digraphs, Blends, matching with Short Vowel Words (eg sell, shell) <i>RF 3d Distinguish Words by sounds</i>		Short Vowel-Long Vowel Distinction Using Decoding Skills to Begin to Read <i>RF 3b Associate the long and short sounds with common spellings for all 5 vowels</i>			
<i>RF 4 Read emergent txt with purpose and understanding, instructed through year</i>	Sight Words Introduced Through Year, According to TC word lists <i>RF 3 Read Common High Frequency Words</i>									
	Phonological Awareness instructed throughout year, in conjunction with introduction of new phonics patterns. <i>RF 2 a-e (rhyming, sound ID, blending, segmenting, sound substitution)</i>									
Arts Infusion	Poetry, Chanting, Singing, Movement									
Seasonal Celebrations	Autumn	Pumpkins	Gratitude	Gingerbread	Snow - Winter	100 th day Hearts	Leprechauns Spring	Birds, Bugs, Flowers	Mother's Day	Father's Day

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<p>Reading Informational & Literary Text</p> <p>RI & RL 1 & 10 (ask and answer questions, engage in group reading, instructed throughout year)</p>	<p>Launching Reading Program</p> <p>Home-School Connection</p> <p>Concepts of Print</p> <p>RI 5: Parts of a Book</p> <p>RI 6, RL 6: Role of Author and Illustrator</p>	<p>Think and Talk about Emergent Books</p> <p>Using Concepts of Print to Read</p> <p>RI 5: Parts of a Book</p> <p>RI 6, RL 6: Role of Author and Illustrator</p> <p>RL 7: Relationship between pictures and text</p>	<p>Readers Use Powers to Actually Read</p> <p>Stamina, Beginning Decoding, Using Multiple Strategies (picture clues, sight words, decoding)</p> <p>RL 7: Relationship between pictures and text</p> <p>RI, RL 4: Ask and answer questions about unknown words in text</p> <p>RL 3: Identify characters, setting and major events in a story</p>	<p>Learning about Ourselves and Our World</p> <p>Focus on Informational Text: How To</p> <p>RI 2: Main topic/details</p> <p>RI 3: Connections between people, events or ideas in text</p> <p>RI 8: Identify reasons author uses to support points</p>	<p>Becoming a Class of Reading Teachers</p> <p>Focus on Informational Text: Expository</p> <p>RI 2: Main topic/details</p> <p>RI 3: Connections between people, events or ideas in text</p> <p>RI 9: Similarities and differences between 2 texts on same topic</p>	<p>Decoding Harder Words While Being Brave</p> <p>Stamina, Beginning Decoding, Using Multiple Strategies (picture clues, sight words, decoding)</p> <p>RL 2: Retell familiar stories</p> <p>RL 5: Recognize common types of text</p> <p>RL 7: Relationship between illustrations and story</p>	<p>Readers Get to Know Characters</p> <p>Performance Connection (tableau, etc...)</p> <p>RL 9: Compare and contrast adventures and experiences of characters</p> <p>RI 8: Identify reasons an author uses to support points</p>
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<p>Writing</p> <p>W7: participate in shared writing instructed throughout year.</p> <p>W6: Digital publishing TB</p>	<p>Names</p> <p>Concepts of Print</p> <p>Narrative: "Day in the Life"</p> <p>W3: Narrative writing with supports</p>	<p>Mapping Unit: Observing, Labeling, Listing</p> <p>Social Studies, Homes in Ballard Connection</p>	<p>Narrative Writing: Small Moments</p> <p>W3: Narrative writing with supports</p>	<p>GingerBread Writing about a Character</p> <p>W1: Opinion writing with supports</p> <p>W8: Research with support</p> <p>W5: Revision with support</p>	<p>Informational Writing: How To Books</p> <p>W2: Explanatory writing with supports</p> <p>W5: Revision with support</p>	<p>Informational Writing: All About Books</p> <p>W2: Informative writing with supports</p> <p>W8: Research with support</p>	<p>Poetry</p>	<p>Opinion Writing: Character Connection (eg "I think character X is _____ because _____").</p> <p>W1: Opinion writing with supports</p> <p>W8: Research with support</p> <p>W5: Revision with support</p>
<p>Expository Science Writing Throughout Year: Labeling, Explaining</p> <p>Scaffolding from shared writing to independent writing</p> <p>W2: Informative writing with supports</p>								
<p>Literacy – Arts Infusion</p>	<p>Theater skills: acting out stories and characters</p> <p>Children's Literature as springboard for class books and art projects (eg., David, ship-shape)</p> <p>Retelling: Beginning-Middle-End</p> <p>Character Representation, Triptych</p> <p>Matching Illustration – Writing</p> <p>Presentation with "All About" books</p>							
<p>Math</p>	<p>Rote Counting</p> <p>Number Sense</p>	<p>2D Shapes</p> <p>Attributes</p>	<p>+/- within 5</p>	<p>Rote Count to 50, Count 20 objects</p>	<p>Comparing Numbers</p> <p>+/- within 10 (eg 3 + 4)</p> <p>composing 10 (eg 5+5)</p>	<p>2D & 3D objects</p>	<p>Count to 100</p> <p>Skip Counting</p> <p>Place Value</p>	<p>Compose Shapes</p> <p>Solving Problems with Fluency</p>
<p>Math Arts Infusion</p>	<p>Acting out stories</p>					<p>Robots</p> <p>100 day charts, art</p>		
<p>Art skills:</p> <p>Theater, Dance, Visual</p>	<p>Line</p> <p>Self-space/general space</p>	<p>Color Introduction</p> <p>Levels -</p>	<p>Value</p> <p>Dance Patterns, Repetition</p>	<p>Texture</p>	<p>Space Form</p> <p>Locomotor movement</p>	<p>Shape</p>	<p>Color Wheel</p>	

	Expressive- appropriate voice	movemen t	n		Expressive voice			
		Artist Study, Order TBD: Examples: Matisse, Frida Kahlo, Georgia O'Keefe, Van Gogh, Monet, Eric Carle, Picasso						
Tech	Learn to Use Mouse Shared Research on Websites					Draw Pictures on Computers and/or iPads		