
EXPLORERS



Unit One: Family

Time Frame:

Weeks 1 - 10 (Including 2 week mini-unit "All About Chapin")

September 5, 2017 - November 10, 2017

Essential Questions:

- What makes a family?
- What does family mean?
- How are families the same?
- How are families different?

Focus Literature

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|---|---|
| 1. <i>Monsters Love School</i> by Mike Austin | 7. <i>Llama Llama Mad at Mama</i> by Anna Dewdney |
| 2. <i>Gingerbreadman Loose in School</i> by Laura Murray | 8. <i>Gaston</i> by Kelly DiPucchio |
| 3. <i>The Kissing Hand</i> by Audrey Penn | 9. <i>Same, Same but Different</i> by Jenny Sue Kostecki-Shaw |
| 4. <i>Today I Feel Silly</i> by Jamie Lee Curtis | 10. <i>Llama Llama Grandma Grandpa</i> by Anna Dewdney |
| 5. <i>Are You My Mother</i> by P.D. Eastman | |
| 6. <i>When We're Together</i> by Claire Freedman & Jane Chapman | |

Unit Overview:

As the school year starts, we will focus one of our student's favorite things: their family. As we start to learn more about our own families and our classmate's families will begin to branch out and learn about families all over the world. Exploring what is different and what is the same, we will think about what it really means to be a family.

We will also see that humans are not the only ones who have families as we study animals families and plant families. We will begin our year-long discussion of what attributes we share with all living things.

We will even see that even words and numbers can be organized into families, though they are little different from the families of living things. We will explore all the different meanings the word family can have and we will work to create our own understanding of what ties all these concepts together.

As with all of our units, each year will be a little different as our main topics of study will be directed by the student's interest. We will work on achieving all of our learning objectives while allowing the students' enthusiasm to guide the topic.

Culminating Project:

Family Share Day

Focus Learning Areas-

- *Community*
- *Language*
- *Science*

Family Share Day is a very special event in our Explorer's year. The students invite their families in to share a morning of music, art and, of course, family. It is the celebration at the end of our first unit and the students work hard to prepare for this big day.

The morning opens with songs about family the students have been learning in music. Next, students present a KidPix slideshow that they have created. Each student works in KidPix to create a representation of an activity they love to do with their family. Careful thought and effort goes into selecting exactly the right tools they want to use to communicate how that activity makes them feel. As students create this presentation to share with their parents they are strengthening their language and pre-writing skills, as well as their technology skills in the computer lab.

Following the more formal presentation aspect of the morning, families will come back to the classroom to enjoy some time together. In the classroom, families will work with their students to create a family collage. There will also be science games for families to play together, giving the students a chance to show off what they have learned about animal families.

Assessment

- September Check-In
 - October Conferences
 - Participation in Family Share Day
 - Portfolio pieces
 - January Report Cards
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The following pages, 3-6, have the learning objectives for the Family Unit, organized by Learning Area.

Social, Emotional and Community	
Individual <ul style="list-style-type: none"> • Describes himself/herself using several different characteristics. • Demonstrates knowledge of his/her own uniqueness • Describes how each person is unique and important • Questions why and how people are similar and different 	Family <ul style="list-style-type: none"> • Identifies self as being part of a family • Identifies family members, family characteristics and functions • Identifies as a member of a family • States how families are similar and different • Talks about and/or shows items related to his/her family and cultural traditions to other people • Demonstrates an understanding of similarities and differences between and among individual people and families • Describes his own community or cultural group • Describes how people within a community are alike and different
Chapin Community <ul style="list-style-type: none"> • Identifies self as an important member of class and pre-k/k community • Names his/her third grade buddies • Names family group teacher 	Self-Advocacy & Classroom Community <ul style="list-style-type: none"> • Interacts with teachers • Seeks guidance from teachers • Approaches children already engaged in play • Interacts with other children
Classroom Structure and Safety <ul style="list-style-type: none"> • Displays an understanding of the purpose of rules • Participates in making group rules and rules for daily routines and transitions • Follows rules and may remind others of rules • Demonstrates preferences and choices by participating when the class votes to make a simple decision • Verbalizes and demonstrates safety rules (how to do use scissors, what to do near parking lot, etc.) • Communicates to peers and adults when observing unsafe behavior (ie- another student threw a rock, etc) • Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc. • Explains how to get help in emergency situations 	

Language	
Word Knowledge and Use <ul style="list-style-type: none"> • Understands and follows spoken directions • With guidance and support, form regular plural nouns orally by adding /s/ or /es/ • Understand and use question words: who, what, where, when, why, how) • In speech, use the most frequently occurring prepositions: to, from, in, out, on, off, for, of, by, with) • Identify real-life connections between words and their use (ie- note places at school that are <i>colorful</i>) • Identifies pictures related to words- correctly names pictures when asked, "What is this?" • Describe familiar people, places, things, and events and provide additional detail with prompting and support 	Awareness of Nonverbal Communication <ul style="list-style-type: none"> • Identifies emotions by observing faces in pictures and faces of peers and adults • Uses facial expressions, body language, gestures and sign language to express ideas • Appropriately names types of emotions (frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors
Pre-Reading Skills <ul style="list-style-type: none"> • Participates in small or large group activities for story telling, singing or finger plays • Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story 	Pre-Writing Skills <ul style="list-style-type: none"> • Makes choices about how to communicate ideas she/he wants to share • Uses visual media to represent an actual experience • Engage in agreed upon rules for discussion (ie- listening to others, and taking turns speaking about topics and texts under discussion)

Literacy	
Comprehension <ul style="list-style-type: none"> • Interact with a variety of common types of text (storybooks, poems, songs, magazines) • With prompting and support, ask and answer about details in a text • With prompting and support, retell details in a text 	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Recognize that spoken words are represented in written language by specific sequences of letters

Math		
Number Sense <ul style="list-style-type: none"> Count to 5 When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object, 1-3 	Sorting & Patterns <ul style="list-style-type: none"> Analyze, compare and sort objects Sort objects into categories Duplicate and extend (what comes next?) simple patterns using concrete objects 	Geometry & Measurement <ul style="list-style-type: none"> Correctly name shapes regardless of size Create and build shapes from components (sticks, play-dough, etc.)

Science	
Inquiry and Experimentation Skills <ul style="list-style-type: none"> Manipulates and observes objects in his or her surroundings to develop conclusions Makes age appropriate logical conclusions about investigations 	Observation <ul style="list-style-type: none"> Shares ideas about objects, living things and other natural events in the environment through words, pictures and other representations Investigates and identifies properties of soil, rocks, and minerals Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas) Makes simple observations of the characteristics and movements of sun, moon, stars and clouds
Life Science <ul style="list-style-type: none"> Recognizes that plants and animals have some characteristics of their “parents” Describes, compares, and categorizes objects based on their properties Uses a variety of tools to explore the world and learn how things work (balances, magnifying glasses) Observes and discusses similarities and categories of plants and animals Discusses or describes characteristics of materials in the environment 	Engineering, Technology, & Design-Thinking <ul style="list-style-type: none"> Identifies the functions of certain tools (cell phone, microwave, pulley, hammer, etc.) Follows simple directions for appropriate use of tools and demonstrates how they are used (computer, hammer, digital media, etc.) Invents and constructs simple objects or structures using common tools and materials in safe manner (wood, glue, sandpaper, etc) Identifies examples of technology used in daily life (telephone, computers, car, etc.) Uses input and output devices to successfully operate technology systems (keyboard, monitor, printer, etc.) Uses computer to write, draw, and explore concepts Learns basic skills by using appropriate computer programs

Physical Development & Motor Skills

Gross Motor

- Demonstrates appropriate body awareness when moving in different spaces
- Demonstrates awareness of spatial boundaries and the ability to work within them
- Displays an upright posture when standing or seated
- Navigates age appropriate playground equipment
- Participates in a series of large motor movements or activities such as dancing, following the leader and simon says.
- Uses movement to interpret or imitate feelings, animals and such things as plants growing or a rainstorm
- Learns simple, repetitive dance steps and routines

Fine Motor

- Demonstrates ability to engage in finger plays

Self-Help Skills

- Demonstrates growing independence in using personal hygiene skills (washing hands, cleaning messes, eating with care, etc.)

Unit Two: Food

Time Frame:

Weeks 11 - 19

November 13, 2017 - January 26, 2018

Essential Questions:

- What makes something food?
- Why do we need food?
- Who needs food?
- How do we get food?

Unit Overview:

We start the year learning about families, and we talk about how all living things have families, though they come in many different forms. For the rest of year, we talk about universal needs of all living things: food, shelter and water. Unit Two starts this off for us with a study of food!

During our food unit we look at anything everything related to food: how our food is made, how animals get their food, how plants get their food, where go to get our our food, which food is special for different celebrations, how to cook food, and anywhere else that our explorers' questions lead us that has to do with food!

Culminating Project: Class Cookbook

- *Motor Skills*
- *Math*
- *Physical Dev*

The 2017-2018 school year will be the first year we pilot a class cookbook for our culminating project of the food unit.

Each student will create one recipe for the cookbook. We will work on creating our recipes after studying how recipes work and following some recipes ourselves to create delicious treats. Every student will be tasked with creating a recipe for a food that they really or like or that is important to them in some way.

As they write they will be encouraged to think about the proper amount of each ingredient that needs to be added to the recipe (spoonful, cup, etc). This is where all of our practice with counting, measuring and weighing will come in handy.

At the end of our food unit, a copy of the cookbook will be presented to the families of each student.

Assessment

- Participation in Class Cookbook
- Portfolio pieces
- January Report Cards

The following pages, 9-12, have the learning objectives for the Food Unit, organized by Learning Area

Social, Emotional, and Community	
Individual <ul style="list-style-type: none"> • Compares and contrasts self to others (physical characteristics, preferences, feelings, abilities) • Identifies him/herself by using characteristics such as gender, ethnicity, language, etc. • Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself. 	Family <ul style="list-style-type: none"> • Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture • Demonstrates interest in current events that relate to family, culture and community
Chapin Community <ul style="list-style-type: none"> • Identifies self as important member of Chapin community 	Self-Advocacy and Classroom Community <ul style="list-style-type: none"> • Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation • Demonstrates an ability to independently modify his/her behavior in different situations • With support, shares materials and toys with other students • Names multiple pro-social strategies to resolve conflicts (trade, take turns, problem solve)
Classroom Structure and Safety <ul style="list-style-type: none"> • Engages easily in routine activities (morning circle, snack, recess/lunch, rest, closing circle) • Transitions with minimal support between routine activities and new/unexpected occurrences • Transitions into unfamiliar setting with the assistance of familiar adults • Recognizes that all children and adults have roles, rights and responsibilities at home, school, in the classroom and in the community • Expresses that rules are for everyone • Identifies rules that protect him/herself and others 	

Language

Word Knowledge and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-k reading and content
- Correctly identifies meanings of words in read alouds
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (ie- up/down, stop/go, in/out)

Pre-Writing Skills

- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- With guidance and support, produce and expand complete sentences in shared language activities
- Initiates conversations about things around them

Literacy

Phonemic Awareness & Phonics

- Understand that words are separated by spaces in print.
- Recognize and name some upper/lowercase letters of the alphabet, especially those in own name
- Differentiate letters from numerals
- Engage in language play (alliterative language, rhyming sound patterns)
- Recognize and match words that rhyme
- Recognizes own name and common signs and labels in the environment

Comprehension

- With prompting and support, ask and answer questions about characters and major events in a story
- With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story
- Actively engage in group reading activities with purpose and understanding
- With prompting and support, make connections between self, text and the world around them
- With prompting and supporting, describe the relationship between illustrations and the text in which they appear (what person, place, thing, or idea in the text an illustration depicts)

Synthesis

- With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened
- With guidance and support, participate in shared research and writing projects (ie- explore a number of books by a favorite author and express opinions about them)
- Assumes the role of something or someone else and attempts to speak in the appropriate manner and tone
- Create a present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed (1)

Math	
Number Sense <ul style="list-style-type: none"> Count to 10 Understand that the last number name said tells the number of objects counted. The number of objects is the same. Count to answer “how many” questions about as many as 10 things arranged in a line, given a number 1-10, count that many objects Identify “first” and “last” related to order or position Demonstrate an understanding of addition and subtraction by using objects, fingers and responding to practical situations (if we have 3 apples and we add two more, how many do we have all together?) 	Sorting & Patterns <ul style="list-style-type: none"> Analyze, compare and sort two- and three- dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (color, size, shape, etc.)
Geometry & Measurement <ul style="list-style-type: none"> Identify and describe shapes (squares, circles, triangles, rectangles) Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (small, big, short, tall, empty, full, heavy, light) 	Basic Econ <ul style="list-style-type: none"> Demonstrates an understanding that money is needed to exchange for some goods and services (farm stand, toy store) Demonstrates understanding that money comes in different forms (coins, paper money, cards)

Science	
Inquiry and Experimentation Skills <ul style="list-style-type: none"> Asks why, how and what if questions and seeks answers through experimentation and investigation Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world (? simplify for B) Uses a variety of tools and materials to test predictions through active experimentation Investigates common interactions between matter and energy (melting butter in cooking, cream turning into butter, etc.) Explores and discusses simple chemical reactions with teacher 	Observation <ul style="list-style-type: none"> Use senses to gather, explore and interpret information Identifies sights, smells, sounds, tastes and textures Compares and contrasts different sights, smells, sounds, tastes, and textures. Use descriptive words to discuss different sights, smells, sounds tastes and textures Makes observations and describes changes in objects, living things, and natural events in the environment Observes and discusses changes in weather and seasons using common weather related vocabulary (rainy, sunny, snowy, windy, cloudy) Uses sense to explore different environments
Life Science <ul style="list-style-type: none"> Identifies things as living or nonliving based on characteristics, such as breathes, moves by itself, grows 	Engineering, Technology, & Design-Thinking <ul style="list-style-type: none"> Describes how technology can make finding information, completing tasks and solving problems faster and easier (ie- using phone to order a pizza)

Physical Development & Motor Skills	
Large Motor <ul style="list-style-type: none"> Maintains balance during sitting, standing and movement activities Runs, jumps, walks in a straight line and hops on one foot Throws, catches or kicks a large, light-weight ball Uses creative movements: dances, marches, hops, jumps, sways, claps, snaps, stomps, twists, turns, etc.) 	
Fine Motor <ul style="list-style-type: none"> Uses correct (tripod) pencil grip Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively 	Self-Help Skills <ul style="list-style-type: none"> Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes etc. Describes and uses a variety of tools independently or with assistance

Unit Three: Shelter

Time Frame:

Weeks 20-30

January 29, 2017 - April 13, 2018

Essential Questions:

- What is shelter?
- How do you make a shelter?
- Why do we need shelter?
- What are the different kinds of shelters?
- How do we organize our shelters?

Focus Literature

1. *The Mitten* by Jan Brett
2. *Home* by Carson Ellis
3. *Welcome Home Bear* by Il Sung Na
4. *The Biggest House in the World* by Leo Lionni
5. *Building a House* by Byron Barton
6. *Iggy Peck, Architect* by Andrea Beaty
7. *There's a Map on My Lap!*
8. *Follow that Map! A First Book of Mapping Skills* by Scot Ritchie
9. *Rosie Revere, Engineer* by Andrea Beaty
10. *Last Stop on Market Street* by Matt de la Peña

Unit Overview:

As we continue our journey, studying what living things in common, we come to shelter. Our shelter unit gives us the chance to explore anything and everything about the places and structures that provide protection for living things.

We will look at all the different places animals find shelter, and what they do to make their homes. We will explore all types of human structures and talk about how these places are built. We will also study how humans orders our shelters into neighborhoods and towns. Then we will look at how these neighborhoods and towns can be represented on maps and we will get a lot of practice creating our own maps.

The students will be able to chose what aspects of shelter they find most exciting and the teachers will build out lessons to suit those interests. Along the way we will cover the objectives listed below, create our 3D Map of Princeton and prepare for our Map Making Open House.

Culminating Project:

3D Map of Princeton and Map Making Open House

Focus Learning Areas-

- *Science*
- *Math*
- *Language*

Our 3D Map of Princeton is a major part of our explorers year. Our shelter unit leads to our study of all different types of maps. We work from pirate maps all the way up to our 3D map. Along the way the students learn how to make accurate representations of their classroom, create a map of an imaginary town, and visit Princeton to prepare to create their own map.

The mapping project pulls skills from many of our learning areas. The students use their number sense, geometric knowledge, and emerging measurement skills to plan out their maps and to engineer the buildings for our 3D maps. Then, they take on the roles of members of the town which helps strengthen their imagination and language, both important pre-reading skills.

During the Map Making Open House students invite their families in to present all of the work they have done creating their 3D map. They also get to show parents the coding skills they've developed as they program a little robot called Bee-Bot to travel through their map.

Assessment

- Spring Conferences
- Participation in Map Making Open House
- Portfolio pieces
- June Report Cards

The following pages, 15-17, have the learning objectives for the Family Unit, organized by Learning Area

Social, Emotional, and Community	
Family <ul style="list-style-type: none"> Identifies features of own home and familiar places 	Chapin Community <ul style="list-style-type: none"> Recognizes some community workers and describes what they do
Self-Advocacy and Classroom Community <ul style="list-style-type: none"> Adjusts behavior as appropriate for different settings and events Offers support to another child, shows concern when a peer seems distressed More independently shares materials and toys with other children Develops close friendship with one or more peers Seeks input from others about a problem Uses multiple pro-social strategies to resolve conflicts (trade, take turns, problem solve) 	Classroom Structure & Safety <ul style="list-style-type: none"> With assistance, understands that breaking rules has consequences Describes possible consequences when rules are not followed

Language	
Word Use and Knowledge <ul style="list-style-type: none"> Uses new vocabulary correctly and makes comparisons to words and concepts already known 	Pre-Writing Skills <ul style="list-style-type: none"> Reviews and reflects on her/his own representations Writes and draws spontaneously to communicate meaning with peers and adults during play

Literacy	
Comprehension <ul style="list-style-type: none"> Exhibit curiosity and interest in learning new vocabulary (ask questions about unfamiliar words) 	Synthesis/Higher-Order Thinking <ul style="list-style-type: none"> Displays emergent reading behaviors with purpose and understanding (pretend reading) With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (I like...because...)

Math	
Number Sense <ul style="list-style-type: none"> Count to 15 When counting objects, say the number names in the standard order, pairing each object with one and only one number name, and each number name with one and only one object, 1-10 	Geometry <ul style="list-style-type: none"> Describe the objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, and next to

Science	
Inquiry and Experimentation Skills <ul style="list-style-type: none"> Replicates or changes their experimental approach Recognizes and describes the effect of his/her own actions on objects 	Observation <ul style="list-style-type: none"> Records or organizes data using graphs, charts, science journals, or other means of recording
Life Science <ul style="list-style-type: none"> Demonstrates ways that each person is responsible for protecting our planet Observes, describes and compares the habitats of plants and animals Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons 	Engineering, Technology, & Design-Thinking <ul style="list-style-type: none"> Describes tools and their specific functions (hammer for pounding nails, etc) Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism and mechanical forces Uses common tools to create simple objects or structures Creates structures with various materials to determine which work and which do not work to achieve the desired purpose
Geography <ul style="list-style-type: none"> Describes topographical features of familiar places (hill, river, roads, mountains, etc) Creates representations of topographical features in artwork and while playing with blocks, sand or other materials 	

Physical Development & Motor Skills

Large Motor

- Moves in spontaneous and imaginative ways to music, songs, rhythm and silence

Fine Motor

- Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geoboards, etc.)
- Uses buttons, zippers, snaps, and hook and loop tape successfully

Unit 4: Water

Time Frame:

Weeks 31 - 39

April 16, 2018 - June 15, 2018

Essential Questions:

- What is water?
- Where do you find water?
- Why do we need water?
- Who or what else needs water?

Focus Literature:

- | | |
|---|--|
| 1. <i>Over and Under the Pond</i> by Kate Messner | 5. <i>The Rainbow Fish</i> by Marcus Pfister |
| 2. <i>A House for Hermit Crab</i> by Eric Carle | 6. <i>The Pout-Pout Fish</i> by Deborah Diesen |
| 3. <i>Swimmy</i> by Leo Lionni | 7. <i>The Pout-Pout Fish in the Big-Big Dark</i> by Deborah Diesen |
| 4. <i>Commotion in the Ocean</i> by Jenny Sue Kostecki-Shaw | 8. <i>Mister Seahorse</i> by Eric Carle |

Unit Overview:

Our last unit of the year, after studying family, food, and shelter is, of course, water. Our study of water will lead to learning all about how we get water, why we need water and all the different places we can find water. As this unit starts in the springtime, we will also spend a lot of time in our garden thinking about how our plants need water just like we do.

Our water unit also gives us the chance to explore all the different types of plants and animals that make their home in the water. We will learn how aquatic animals are adapted to spend all their time in water, and why we as humans cannot do that! As we study aquatic animals we will prepare for our end of the performance of *A House for Hermit Crab* by Eric Carle.

As always, the water unit provides students with a broad array of subjects to learn about and from which to pick the topics they are most interested in to focus on. We could spend our time learning about ponds and study pond water samples or we might try to find as many species of seahorse as we possibly can! There is so much to learn, and all of it offers a chance to work on meeting on unit four objectives.

Culminating Project:
The Hermit Crab Play
Focus Learning Areas-

- *Literacy*
- *Language*
- *Science*

The explorers' last big project is staging a performance of Eric Carle's *A House for Hermit Crab*. Our study of water in this unit takes us to studying the ocean and all types of aquatic animals. This includes the beloved hermit crab. Early in the unit we read Eric Carle's beautiful story about a hermit crab who has to move to a new home and is worried about being lonely. Once he moves into his shell, though, he starts to make lots of friends who join him in his new home. The story echoes the students' own experiences starting school at Chapin, and making lots of friends along the way.

Each student will portray one of the sea creatures in the story. To help students prepare to play their part, we spend lots of time studying ocean animals, and we even take a trip to the aquarium to see them up close. This is one of the first opportunities for our youngest students to create their own research project. They will learn to pull information from all different types of sources and create their own understanding of the subject.

In preparing for this project, students will be working on literacy objectives that focus on understanding the key details of a story and language objectives, learning how to craft a story themselves. They will be also meeting life science objectives: comparing and contrasting living things and identifying the structures of familiar animals.

Parents are invited in to watch the play, which also includes a musical performance featuring aquatic songs the students have been working on in music class. When the performance ends, the parents are invited back to the classroom to work on an aquatic-themed math game with the students.

Assessment

- Participation in the Hermit Crab Play
- Portfolio pieces
- June Report Cards

The following pages, 20-22, have the learning objectives for the Water Unit, organized by Learning Areas

Social, Emotional, and Community

Individual

- Identifies routines and common occurrences in his/her life
- Identifies changes over time in her/himself, her/his family, and in her/his wider community
- Retells important events in their life in sequential order
- Use words and phrases that differentiate between events happen in the past, present or future ("when I was a baby..." or "before I moved to my new house")

Social Emotional Self-Help Skills and Classroom Community

- Exhibits self confidence by attempting new tasks independent of prompting or reinforcement
- Uses and accepts compromise, with assistance
- Uses multiple adaptive strategies to cope with change (seeking social support from peer or teacher, deep breaths, engaging in another activity)
- Applies the skills of communication, cooperation, respect and empathy with others

Classroom Structure and Safety

- Applies rules in new, but similar, situations
- Demonstrates the ability to create new rules for different situations

Language

Word Use and Knowledge

- Distinguish shades of meaning among verbs describing the same general action (walk, march, strut, prance) by acting out the meanings
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- Uses existing objects to represent desired or imagined objects in play or other purposeful way (props for HC play)

Pre-Reading Skills

- Makes inferences and draws conclusions based on information from visual text
- Initiates conversations about a book, situation, event or print in the environment.
- Represents fantasy, real-life, imagination, and literature through dramatic play
- Uses basic props and costume pieces to establish time, setting and character

Pre-Writing Skills

- Demonstrate an emergent ability to express thoughts, feelings and ideas
- Print some (most) upper- and lower-case letters
- Capitalize first letter in their name
- Attempt to write a letter or letters to represent a word
- With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships

Literacy

Phonemic Awareness and Phonics

- Follow words from left to right, top to bottom and page by page
- Recognize that letters are grouped to form words
- Demonstrate awareness of relationship between sounds and letters (as phonemes in words, not phonics)
- With support and prompting, isolate and pronounce the initial sounds in words (that's maybe B), isolate ending sounds and middle sounds by end of year
- With prompting and support, demonstrate one-to-one letter sound correspondence by producing the primary sound of some (most) consonants

Comprehension

- With prompting and support, retell familiar stories
- With prompting and support, can describe the role of an author and an illustrator
- With prompting and support, students will compare and contrast two stories relating to the same topic
- With prompting and support, describe the connection between two events or pieces of information in a text.

Synthesis/Higher-Order Thinking

- With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic ("reports" on hermit crab play animal)
- With guidance and support, recall information from experiences or gather information from provided sources to answer a question (again aquatic animals, experience from aquarium and picture cards)
- Create and present a more sophisticated poem, dramatization, art work, or personal response to a particular author or theme studied in class with prompting and support as needed (2)

Math

Number Sense

- When counting objects, say the number names in the standard order, pairing each object with one and only one number name, and each number name with one and only one object, 10+
- Count to 20
- Represent a number of objects with a written numeral 0 - 5
- Understand that each successive number name refers to a quantity that is one larger
- Identify whether the number of objects in one group is more, less, or equal to the number of objects in another group, by using matching and counting strategies, up to 5

Science

Experimentation and Inquiry

- Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world
- Gives oral, written or graphic explanations of what he/she wants to learn
- Identifies cause and effect relationships

Engineering, Technology, & Design-Thinking

- Begins using appropriate vocabulary when describing the nature and operation of a technological system (gas moves a car, batteries operate a toy, etc.)
- Gives examples of how technological systems are used (internet, cameras, cell phones, etc)
- Uses technology tools independently

Life Science

- Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned
- Expresses ways the environment provides natural resources that are needed by people (wood for lumber to build shelter, water for drinking)
- Observes and discusses similarities, differences, and categories of plants and animals
- Explains why plants and animals need water and food (and shelter)
- Describes and identifies the different structures of familiar plants and animals (plants have stems, roots, and leaves; animals have eyes, ears noses, and mouths)

Physical Development & Motor Skills

Large Motor

- Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement
- Uses creative movement props such as crepe paper, streamers, hoops, and scarves to create special movements and dances