Unit 2: Families and Friends (19 days)

RLA (Reading & Writing)	Math	SEL
Essentials ● PK.III.A.3- Child recognizes that all text has meaning and serves as a means for communication. ● PK.III.C.2- Child recognizes at least 20 distinct letter-sound correspondences. ● PK.III.C.3- Child produces at least 20 distinct letter-sound correspondences. ● PK.111.D.2: A child uses information learned from books by describing, relating, categorizing, or comparing, and contrasting. ● PK4.III.D.3 Child asks and responds to questions relevant to the text read aloud. ● PK111.D.4: A child makes inferences and predictions about a text. ● PK IV.C.1 Child writes first name (or nickname) using legible letters in proper sequence.	**Essentials:** ● PK.V.A.1 Child rote counts from 1 to 30. ● PK.V.A. 2 Child counts up to 10 objects with one-to-one correspondence. ● PK.V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set. ● PK.V.A.5 Child recognizes numerals 0-10. ● PK.V.A.6 Child represents quantities up to 10.	**Focus:** ● PK4.1.B.1.a Child follows classroom rules and routines with occasional reminders from adults. ● PK4.1.B.1.b Child takes care of and manages classroom materials. ● PK4.1.B.2 Child begins to understand the connection between emotions and behaviors.
Learning Targets - CFA ● I can recognize that text has meaning. (environmental print) ● I can recognize 3 sounds: /c/d/u/ ● I can recognize 3 sounds: /s/g/h/ ● I can recognize 3 sounds: /i/f/b/ ● I can produce 3 sounds: /c/d/u/ ● I can produce 3 sounds: /s/g/h/ ● I can produce 3 sounds: /i/f/b/	**Learning Targets - CFA** ● I can count to 10. ● I can count up to 4 objects with one to one correspondence. ● I can count and say how many (4 objects) ● I can name the numbers 0- 2. ● I can name the numbers 0-3. ● I can name the numbers 0-4.	**Learning Targets**: ● I know my classroom rules and routines ● I can take care of classroom materials. ● I can identify feelings. ● I can understand the connection between my feelings and my behaviors.

- I can identify the setting in the text read aloud.
- I can relate my life to books.
- I can make inferences about a text.
- I can write my name. (self portraits)

Patterns of Wonder
- 1.1 Making Your Mark: Use Marks to Record Language.
  - Focus Phrase: I write with words and pictures.
  - Texts:
    - A Squiggly Story
    - Can I Be Your Dog?
    - Ralph Tells a Story
  - Page 88

Heggerty
- Week 4, 5, 6, 7
- Nursery Rhyme
  - Week 6: Star Light, Star Bright
  - Week 7: One, Two, Three, Four, Five

Letter Sequence
- c, d, u s, g, h i, f, b

Resources:
-

Vocabulary
CIRCLE Vocabulary

- I can make a set of 3.
- I can make a set of 4.

Resources
- Number Rhymes
- Top Marks- math games

Colors:
- yellow
- green

Vocabulary

Resources:
Feeling Cards

Suggested Read Alouds:
- Pigeon Has Feelings Too
- Llama, Llama Mad at Mama
  - Episode
- When Sophie gets Angry.. Really, Really Angry
  - English
  - Spanish

Vocabulary

Ready to Advance Unit

Unit 2: All About Me
- Week 1-
  - Google Slide
- Week 2-
  - Google Slide
- Week 3 -
  - Google Slide

Centers
- **Dramatic Play**- nursery, beauty shop,
- **Reading**- sound tubs, names (picture to name, name to another letter), letter matching, abc arch,
- **Math**- sorting of bears, counting snacks, attendance counting friends are here today, question of the day then students vote to count totals, roll dice to movement,
- **Writing-** names, numbers, magnetic letters, expo markers, shaving cream/gel, magnetic board with pen
- **Library-** puppets
- **Blocks-** family people, doll house
- **Science-** handwashing station pepper, color mixing
- **Art-** self portrait, hand prints
- LEGO Wall-
- Magnetic Wall
- **Water/Sand**- letters in rice in sand, ice cubes with letters, magnetic wands and letters, rubber mulch
- **Light Table-**
- **Technology-**