

Jr. Kindergarten	Unit: Maps & Mazes & Money: Geography & Currency		Month: Feb 2012
Domains/Goals	Core Knowledge Skills	Critical Content/Lessons	
<p>Mathematical Reasoning and Number Sense</p> <p>Goal: Quantify groups of objects. Goal: Identify money.</p>	<p>IIMR 4.13 Play a simple game moving one's marker the number of spaces shown on a single die. IIMR 4.10 CS Recognize & write numerals 6-15 associating those numerals with the amounts they represent.</p> <p>II MR 7.3 Identify a quarter. IIMR 7.4 Identify that 1 dollar has more value than 1 cent or a quarter.</p>	<p>Play a board game. II MR 4.4b Construct a set of objects so that it has the same number of objects as another game. (=)</p> <p>When given six objects, write the numeral "6." When given fifteen objects, write the numeral "15," etc. Goal: Write numerals 1-20 and know the amounts.</p>	
<p>Science</p> <p>Goal: Demonstrate an initial understanding of the elements of the material world.</p> <p>Goal: Demonstrate understanding of basic geographic concepts.</p>	<p>II SC 2.1 Observe, describe, & record some basic properties of water, its presence, & effects on the physical world. CS K-OS 4.5 Identify a globe by name, indicating land and ocean areas.</p>	<p>Why are oceans important? The ocean is the biggest habitat on Earth.</p>	
<p>Movement and Coordination</p> <p>Goal: Develop & refine eye-hand and eye-foot coordination.</p>	<p>I MC e.2a Play catch with a bean bag, with a partner seated or standing 1.5 ft apart. CS</p>		

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<p>Storybook Reading and Storytelling</p> <p>Goal: Demonstrate an awareness of book and print (written language) organization.</p>	<p>II SR 4.6 Point to the title of a book, the top, middle, or bottom of a page, the beginning of the book, where to start reading a book, the order the words are read on a page, the end of the book, a word, a letter.</p>	<p>Practice these important skills when reading with your child at home.</p>
<p>Oral Language</p> <p>Goal: Understand and use a wide variety of vocabulary.</p>	<p>II OL 9.35 use adverbs: Describing words (quickly, slowly, gently, softly, nicely).</p>	<p>Learn new describing words ending in “ly.”</p>
<p>Emerging Literacy Skills in Reading/ Writing pg 154-157</p> <p>Goal: Develop an awareness of the structure of ping</p>	<p>II EL 6.1 Segment a spoken sentence into separate, distinct words.</p>	<p>Continue to develop voice—print match, pointing to words as a sentence is read aloud.</p>

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<p>Emerging Literacy Skills in Writing</p> <p>Goal: Develop the fine motor skills and strokes used in writing.</p>	<p>II EL 5.3 Write one's first name, using upper and lower case letters appropriately. CS</p> <p>II EL 5.7 Make beginning efforts to use phonetic, invented spelling to communicate in writing.</p> <p>II OS 1.2 Follow spatially related directions to move from one location to another, within a familiar environment.</p>	<p>Practice this skill, and learn to lower case letters in your name!</p> <p>Try writing messages to parents & friends.</p> <p>Go on a treasure hunt! Follow the map; discover the prize.</p>
<p>Orientation in Time and Space</p> <p>Goal: Demonstrate understanding of basic geographic concepts.</p> <p>Goal: Use simple maps of familiar environments.</p>	<p>II OS 2.7 Use the shortest route to go from the exterior to the center of the simple maze.</p> <p>II OS 3.1b Mark the location of specific objects, places, etc. As requested on a simple map of a familiar place.</p> <p>K—OS 4.3 Identify a map of the United States indicating: The location of his or her state.</p> <p>K—OS 4.5 Identify a globe by name, indicating land and ocean areas.</p>	<p>Learn how to navigate a maze that is reproduced on paper.</p> <p>Learn to draw a simple map of our classroom.</p> <p>Learn to find Colorado on the map of the United States.</p> <p>II OS 4.1b Learn to identify land & oceans on the globe and lakes & rivers on maps.</p> <p>Become familiar with the features displayed on a globe.</p>
<p>Autonomy and Social Skills</p> <p>Goal: Develop independent work habits.</p> <p>Goal: Function & work constructively in a group setting using appropriate social skills.</p>	<p>II AS 8.1b Carry out multi-step oral directions that have been accompanied by preliminary Demonstrations. (Critical Skill)</p> <p>II AS 6.12 Complete an activity or project in conjunction with another child or small group.</p>	<p>Continue to develop listening skills. Demonstrate growth by following multi-step directions with few or no prompts.</p>

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<p>Nursery Rhymes, Poems, Songs</p> <p>Goal: Develop memorization Skills.</p>	<p>II NR 3.1 Using familiar rhymes, poems, or songs, finish a recitation that has begun with the correct rhyming word.</p>	<p>Improve ability to memorize. Develop strategies to help recall. Learn: Sing a Song of Sixpence using pictures to aide in recall.</p> <p>Continue to memorize “The Lord’s Prayer” Matt 6:9</p>	
<p>Visual Arts</p> <p>Goal: Attend to visual details of objects & images.</p>	<p>II OL 9.32 After listening to an oral description of a scene, recreate the scene in pictures.</p> <p>II OL 9.18 CS Show understanding of spatial words. (there, her; in, on; in front of, behind; at the top of, at the bottom of; under, over; above, below; next to, in the middle of; near, far; inside, outside, etc.</p>	<p>Cross—curricular goal: Create art that demonstrates listening & imagining skills</p>	
<p>Music</p> <p>Goal: Listen to discriminate differences in sound.</p> <p>Goal: Engage children’s imaginations & higher-order thinking skills through instrumental music.</p>	<p>II MU 1.6 Listen to environmental sounds presented sequentially as a “sound story” and describe the events in the context in which they are occurring.</p>	<p>Describe visualizations of what is happening in the music. Do you hear wind, a storm, animals, or even a volcano?</p> <p>Opportunities to pretend, project, and imagine benefit children’s language development, as they must use de-contextualized language to describe their imaginings.</p>	