

Jr. Kindergarten	Unit: Harvest / Thanksgiving		Month: November 2017
Domains/Goals	Core Knowledge Skills	Critical Content/Lessons	
<p><b>Nursery Rhymes, Poems, Songs</b></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>On going nursery rhyme practice.</p> <p>*Learn our songs for the Christmas program</p>	
<p><b>Visual Arts</b></p> <p>Goal: Explore and create, using various art forms, media and techniques.</p>	<p>I VA 2.14 Create drawings (representational).</p>	<p>Use soft pastels to draw scenes from our stories or science discoveries.</p>	
<p><b>Music</b></p> <p>Goal: Imitate &amp; produce sounds.</p>	<p>II MU 2.4b Use musical instruments or other objects to imitate a sequence of three or more sounds made by more than one instrument.</p>	<p>Keep time to music with rhythm sticks or clapping.</p>	

Jr. Kindergarten	Unit: To Everything There is a Season		Month: November 2016
Domains/Goals	Core Knowledge Skills	Critical Content/Lessons	
<p><b>Storybook Reading and Storytelling</b></p> <p>Goal: Develop a notion of “story schema”.</p>	<p>I SR 3.1a “Retell” a story that has been read aloud, including characters, a beginning and an ending. CS</p> <p>II SR 3.1b “Retell” a story that has been read aloud including characters, <u>setting</u> (time, place), the plot (central idea), the sequence of events, and ending. CS</p>	<p>Talk about <u>fiction</u> stories (Howling Hill) and <u>nonfiction</u> stories (Pocahontas; the Pilgrims, Native Americans, etc.)</p> <p>Introduce the idea of the setting, characters, plot, beginning and ending.</p>	
<p><b>Oral Language</b></p> <p>Goal: Understand and use increasingly varied and complex vocabulary and syntax.</p>	<p>II OL 4.3b Sequence or describe 3 to 5 images of events or phases of a single event that have been experienced. CS</p> <p>II OL 9.3 Use size words: heavy and light, wide and narrow.</p> <p>IIOL 9.16b Show understanding of temporal words (today—tomorrow—yesterday).</p> <p>II OL 4.5b Describe an event that will take place.</p>	<p>Retell a story of</p> <p>Talk about the Thanksgiving and Christmas holidays. What will your family do to celebrate?</p>	
<p><b>Emerging Literacy Skills in Reading/ Writing pg 154-157</b></p> <p>Goal: Develop an awareness of the structure of print.</p> <p>Goal: Develop phonemic awareness.</p>	<p>II EL 5.8 Make beginning efforts to use invented, phonetic spelling to communicate in writing.</p> <p>II EL 6.5 Give the beginning sound of a spoken word. CS</p> <p>II EL 6.6 Indicate the number of phonemes (one to three) heard in a real or nonsense word. CS</p>	<p>Continue to help Ms Probst sound out and spell words.</p> <p>Continue to practice hearing and identifying beginning sounds in words.</p> <p>Practice listening to the sounds heard in words.</p>	

Jr. Kindergarten	Unit: To Everything There is a Season		Month: November 2016
Domains/Goals Reading	Core Knowledge Skills	Critical Content/Lessons	
<p><b>Emerging Literacy Skills in Writing</b></p> <p>Goal: Develop the fine motor skills and strokes used in writing.</p>	<p>II EL 7.5b Draw and use motifs: circles, spirals. CS            II EL 7.8 Trace and then draw independently the outlines of geometric shapes and irregular figures.</p>	<p>Practice writing circles and spirals            Practice tracing shapes using manipulatives.</p>	
<p><b>Orientation in Time and Space</b></p> <p>Goal: Establish reference points in time.            Goal: Demonstrate awareness of the passage of time and periods of time: the past, present and future.</p>	<p>II OT 2.5 Name the day that was “yesterday” and the day that will be “tomorrow”.            II OT 3.8 Distinguish objects of the more recent past from objects of the distant past.</p>	<p>Learn the meanings of “the future”, “the present”, and “the past”.            Learn that history is about “the past”. Compare objects from “today” to those of “the past”.</p>	
<p><b>Autonomy and Social Skills</b></p> <p>Goal: Establish a sense of self and personal responsibility.            Goal: Express one’s feelings.</p>	<p>I AS 3.1a Practice good hygiene (use bathroom, wash hands) and use appropriate table manners. CS            II AS 3.1b Care for personal needs independently—fastening clothing, using buttons and zippers).            II AS 4.1 Identify and label the following emotions: happy, sad, afraid, frustrated, confused.            II AS 6.11 Use words to solve problems.            IIAS 6.12 Complete an activity or project in conjunction with another child or small group.</p>	<p>Remember to wash hands without reminders            Remember to say “please” and “thank you”, put on own coat. Hang up coat properly.</p> <p>Identify with the emotions of characters in our stories:            Henrietta during her first winter            The Pilgrims first winter            The Native Americans confusions and fears about settlers.</p>	

Jr. Kindergarten	Unit: To Everything There is a Season		Month: November 2016
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<p><b>Mathematical Reasoning and Number Sense</b></p> <p>Goal: Quantify groups of objects.</p>	<p>II MR 4.2b Compare two groups of no more than 6 objects per group and use quantitative vocabulary to describe the groups (more than, less than, same as)</p> <p>II MR 1.11 Verbally label the difference or criteria used for classification of several groups of objects or pictures. CS</p> <p>II MR 4.3b Demonstrate 1 to 1 correspondence to 6 objects. CS</p>	<p>More than, less than, same as or equal Ex: all of these items are things you cook with. These items are all clothes, or things you would wear.</p> <ul style="list-style-type: none"> <li>• Students will be assessed on counting 6 objects accurately.</li> <li>• Students <u>who are ready</u> will demonstrate 1 to 1 correspondence to 25.</li> </ul>	
<p><b>Science</b></p> <p>Goal: Demonstrate an initial understanding of the living world: humans.</p> <p>Goal: Demonstrate an initial understanding of the Elements of the Material World.</p>	<p>II SC 1.5 Identify and describe basic needs: food and drink.</p> <p>II SC 1.6 Identify and describe basic needs: shelter—protection from temperature—weather. CS</p> <p>II SC 2.5 Observe, describe—record some characteristics of seasons (Measure temperature).</p>	<p>Imagine the difficulties animals face during the winter. How do they prepare? How is it the same or different for humans? What did the Pilgrims face that first winter? Why did the Native Americans know about survival?</p>	
<p><b>Movement and Coordination</b></p> <p>Goal: Develop and refine gross motor skills.</p> <p>Goal: Play group games, and increase social skills!</p> <p>Goal: Refine physical attention and relaxation.</p>	<p>I MC 2.4 Situate oneself within a space of defined boundaries, modifying body configuration and size to fit the space.</p> <p>II MC 4.16 Play group games.</p> <p>II MC 1.2 Relax specific body muscles/ or the whole body moving from a high activity level to a quiet, focused state.</p>	<p>Practice our Christmas performance.</p> <p>*Learn to play musical chairs and accept getting “out” of the game gracefully. :-)</p>	