

<b>Second Step Safety Curriculum:</b> Completed, re-introduced in 2 <sup>nd</sup> semester				<b>December 2-6, 2024</b>		<b>Weekly Assessments:</b> No Assessments This Week	
Tennessee Early Learning Developmental Standards (TN-ELDS): bit.ly/tneldsprek				Office of Head Start Early Learning Outcomes Framework (ELOF) Standards: bit.ly/elofprek			
Creative Curriculum Study	Morning Message (Phonemic Awareness)	Mighty Minutes (Card Numbers)	Phonological Awareness (Letter Bundles)	Stories/ Nursery Rhymes	Vocabulary	Sight Words	Color/ Shape/ Number
<b>Trees</b> <b>Mon:</b> Inv. 4, Day 3 <b>Tues:</b> Celebrating Learning Day 1 <b>Wed:</b> Celebrating Learning Day 2 <b>Clothes</b> <b>Thurs:</b> Exp. The Topic Day 1 <b>Fri:</b> Exp. the Topic Day 2	<u>TNFSCS</u> Unit 4, Week 1, Days 1-5 (page 23) <u>SFAM</u> Volume 2, Week 11, Days 1-5 (page 1)	<b>Mon:</b> 245 <b>Tues:</b> 272 <b>Wed:</b> 221 <b>Thurs:</b> 230 <b>Fri:</b> 300	<b>Letter Bundle 3</b>  <b>Short Vowel:</b> Oo  <b>Consonants:</b> Nn, Pp Rr, Ss	<b>Stories:</b> counting book <i>The Mitten</i> *** rhyming book <i>The Girl Who Wore Too Much</i> *** <i>The Quinceañera</i> ***Use Book Discussion Card <b>Nursery Rhyme:</b> "Little Boy Blue"	<b>Investigation 4:</b> wood, strong, flexible, hammer, nails, sandpaper, clamps  <b>Celebrating Learning:</b> celebrate, present  <b>Exploring the Topic:</b> clothes, self-portrait, pants, shirts, shoes, curious	as with	blue circle three (3)
Literacy Small Group Instruction				Math Small Group Instruction			
PK. FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support. I can identify the final sounds of CVC words.				PKCC.C.6 Use comparative language, such as more/less than or equal to; compare and describe collections of objects. I can identify two groups of objects as greater than or less than.			
Interest Area Objectives							
✓ <b>Art:</b> I can create a sign for an item made of wood. ✓ <b>Blocks:</b> I can create a house for a bird or other animal that might live in a tree. ✓ <b>Discovery:</b> I can examine and explore tools used for working with wood. ✓ <b>Dramatic Play:</b> I can pretend to build a house using wood and other materials. ✓ <b>Foundational Literacy:</b> I can match words that begin with the same sound. ✓ <b>Library:</b> I can share and illustrate facts I learned from nonfiction books about trees.				✓ <b>Listening:</b> I can listen to nonfiction books about trees. ✓ <b>Music and Movement:</b> I can act out how animals climb and live in trees. ✓ <b>Sand and Water:</b> I can work with natural elements from trees such as leaves, acorns, and pinecones. ✓ <b>Technology:</b> I can take photos of trees and parts of trees. ✓ <b>Toys and Games:</b> I can weigh and compare different parts of trees (acorns, pinecones, etc.). ✓ <b>Writing:</b> I can make a list of the facts I learned about trees.			