

<b>Second Step Safety Curriculum:</b> Completed, re-introduced in 2 <sup>nd</sup> semester				<b>December 16-20, 2024</b>		<b>Weekly Assessments:</b> Report Card Completion Deadline	
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>Clothes</b> <b>Mon:</b> Inv. 2, Day 1 <b>Tues:</b> Inv. 2, Day 2 <b>Wed:</b> Inv. 2, Day 3 <b>Thurs:</b> Inv. 2, Day 4 <b>Fri:</b> Inv. 3, Day 1	<u>TNFSCS</u> Unit 4, Week 3, Days 1-5 (page 62) <u>SFAM</u> Volume 2, Week 13, Days 1-5 (page 21)	<b>Mon:</b> 254 <b>Tues:</b> 283 <b>Wed:</b> 254 <b>Thurs:</b> 295 <b>Fri:</b> 287	Review all letters	<b>Stories:</b> Wash and Dry alphabet book Who Wears What? The Paper Bag Princess***  <b>Nursery Rhyme:</b> "Three Little Kittens"	<b>Investigation 2:</b> laundromat, sort, washer, dryer, load, fabric softener, signal, hand wash, detergent, clothesline, clothespin, heat, men, needle, thread, patch, adhesive  <b>Investigation 3:</b> store, sales associate, donate, thrift store	Review all sight words	Review all colors, shapes, and numbers
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 medial 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 use art materials to draw clothing of different sizes and features. ✓ <b>Blocks:</b> I can collaborate with classmates to build towers, homes, and schools for children and families in different types of clothing. ✓ <b>Discovery:</b> I can explore the seasons and what clothing I will wear for each season. ✓ <b>Dramatic Play:</b> I can use and sort different types of clothing from the clothing collection. ✓ <b>Foundational Literacy:</b> I can use pictures of clothing to count syllables with manipulatives. ✓ <b>Library:</b> I can read and use props for the story <i>Goldilocks and the Three Bears</i> .				✓ <b>Listening:</b> I can enjoy listening to theme books about different types of clothing. ✓ <b>Music and Movement:</b> I can sing and move my body to familiar songs. ✓ <b>Sand and Water:</b> I can explore sand using sand molds and toys. ✓ <b>Technology:</b> I can use the tablet to play educational games. ✓ <b>Toys and Games:</b> I can take turns when playing with an object or toy. ✓ <b>Writing:</b> I can use writing utensils to make thank you notes for new clothing.			