

Dates:	<i>Week 1:</i> 8/23 - 8/25	<i>Week 2:</i> 8/28 - 9/1
Theme:	Back to School	
Enduring Understanding:	Schedule, rules and routines	
Essential Questions:	NONE	
Concept Words:		
Thinking Maps:		
WFTB&B:		
GLAD:		
Letter of the Week/ HWT:	Pre-writing strokes	
Number of the Week:		

Dates:	<i>Week 1:</i> 9/5 - 9/8	<i>Week 2:</i> 9/11 - 9/15	<i>Week 3:</i> 9/18 - 9/22	<i>Week 4:</i> 9/25 - 9/29
Theme:	<b>Welcome New Friends</b>			
Enduring Understanding:	1. We are all unique and special. 2. Friends enrich our lives in many ways.			
Essential Questions:	<i>Week 1:</i> What makes each of us special?	<i>Week 2:</i> What is a friend?	<i>Week 3:</i> How friends help one another?	<i>Week 4:</i> How friends get along?
Concept Words:	<i>Week 1:</i> boy, classroom, different, girl, grow, same	<i>Week 2:</i> friend, fun, game, laugh, play, together	<i>Week 3:</i> class, give, help listen, school, share	<i>Week 4:</i> afraid, happy, mad, mean, nice, sad
Thinking Maps:	Intro all Thinking Maps with All About Me, Bubble Map describing a friend, One Sided Multi-flow - Friends getting along, Bridge - friends helping each other.			
WFTB&B:	<i>Week 1:</i> Self-portrait with body parts	<i>Week 2:</i> Self-portrait with friend	<i>Week 3:</i> Helping friend	<i>Week 4:</i> Draw friend (in pairs)
GLAD:	Inquiry Chart (KWL), Picture Dictionary with vocabulary, Teacher Made Big Books - Student pictures with "Ethan, Ethan who do you see?" T- Graph for social skills, class rules, Pictorial - Listening Larry			
Letter of the Week/ HWT:	<i>Week 1:</i> L	<i>Week 2:</i> F	<i>Week 3:</i> E	<i>Week 4:</i> H
Number of the Week:	<i>Week 1:</i> 1	<i>Week 2:</i> 2	<i>Week 3:</i> 3	<i>Week 4:</i> 4

Dates:	<i>Week 1:</i> 10/2 - 10/6	<i>Week 2:</i> 10/9 - 10/13	<i>Week 3:</i> 10/16 - 10/20	<i>Week 4:</i> 10/23 - 10/31* Fantasy parade 10/31
Theme:	<b>Fall - apples, pumpkins, leaves, spiders, bats...</b>			
Enduring Understanding:				
Essential Questions:	<i>Week 1:</i> How are apples and pumpkins the same and different?	<i>Week 2:</i> What is a bat?	<i>Week 3:</i> What is a spider?	<i>Week 4:</i> What is real and pretend?
Concept Words:	<i>Week 1:</i>	<i>Week 2:</i>	<i>Week 3:</i>	<i>Week 4:</i>
Thinking Maps:	Circle Map, Tree Map - apple colors, Double Bubble - comparing apples, Flow Map - sequence pumpkin, Bridge Map- Colors of Fall			
WFTB&B:	<i>Week 1:</i> Pumpkins/apples	<i>Week 2:</i> Bats	<i>Week 3:</i> Spiders	<i>Week 4:</i> Self-portrait in costume
GLAD:				
Letter of the Week/ HWT:	<i>Week 1:</i> D	<i>Week 2:</i> P	<i>Week 3:</i> B	<i>Week 4:</i> R
Number of the Week:	<i>Week 1:</i> 5	<i>Week 2:</i> 6	<i>Week 3:</i> 7	<i>Week 4:</i> 8

Dates:	<i>Week 1:</i> 11/1 - 11/3	<i>Week 2:</i> 11/6 - 11/10	<i>Week 3:</i> 11/13 - 11/17	<i>Week 4:</i> Thanksgiving 11/27 - 12/1
Theme:	<b>My Family</b>			
Enduring Understanding:	1. Families are unique and special.			
Essential Questions:	<i>Week 1:</i> Who is in our family?	<i>Week 2:</i> How do family members care for one another?	<i>Week 3:</i> How does everyone help in a family?	<i>Week 4:</i> What do families do together for fun?
Concept Words:	<i>Week 1:</i> brother, family, father, grandparent, mother, sister	<i>Week 2:</i> baby, care, child, grown-up, hug, tear	<i>Week 3:</i> chore, clean, cook, inside, outside, work	<i>Week 4:</i> guest, music, party, picnic, playground, trip
Thinking Maps:	Circle or Brace Map for who makes up our family, Tree Map- sorting members by gender, indoor/outdoor family activities, Bridge Map- family members helping each other			
WFTB&B:	<i>Week 1:</i> Draw family members	<i>Week 2:</i> Mom/Dad caring for student	<i>Week 3:</i> Draw student helping family member	<i>Week 4:</i> Draw favorite family activity
GLAD:	Inquiry Chart (KWL), Picture Dictionary with vocab, Pictorial - Family members			
Letter of the Week/ HWT:	<i>Week 1:</i> N	<i>Week 2:</i> M	<i>Week 3:</i> K	<i>Week 4:</i> C
Number of the Week:	<i>Week 1:</i> 9	<i>Week 2:</i> 10	<i>Week 3:</i> 11	<i>Week 4:</i> 12

Dates:	<i>Week 1:</i> 12/4 - 12/8	<i>Week 2:</i> 12/11 - 12/15* Winter Wonderland	<i>Week 3:</i> Winter Break	<i>Week 4:</i> Winter Break
Theme:	<b>Holiday</b>			
Enduring Understanding:				
Essential Questions:	<i>Week 1:</i> What do you see in December?	<i>Week 2:</i> How do you celebrate with your family?	<i>Week 3:</i>	<i>Week 4:</i>
Concept Words:	<i>Week 1:</i>	<i>Week 2:</i>	<i>Week 3:</i>	<i>Week 4:</i>
Thinking Maps:	Circle Map, Double Bubble - comparing holidays, Tree Map- sorting holiday, Bridge Map - Tree is to Christmas as...			
WFTB&B:	<i>Week 1:</i> Snowman family	<i>Week 2:</i> Draw student as elf	<i>Week 3:</i>	<i>Week 4:</i>
GLAD:				
Letter of the Week/ HWT:	<i>Week 1:</i> Review	<i>Week 2:</i> Review	<i>Week 3:</i>	<i>Week 4:</i> C
Number of the Week:	<i>Week 1:</i> Review	<i>Week 2:</i> Review	<i>Week 3:</i>	<i>Week 4:</i>

Dates:	<i>Week 1:</i> 1/8 - 1/12	<i>Week 2:</i> 1/15 - 1/19	<i>Week 3:</i> 1/22 - 1/26	<i>Week 4:</i> 1/29 - 2/2
Theme:	<b>Our Community</b>			
Enduring Understanding:	1. A community is made up of people who, live, work and play together. 2. My community helps me live, work and play.			
Essential Questions:	<i>Week 1:</i> What is in our community?	<i>Week 2:</i> What do workers do in our community?	<i>Week 3:</i> What can we do in our community?	<i>Week 4:</i> What kinds of communities do people live in?
Concept Words:	<i>Week 1:</i> hospital, house, library, park, post office, street	<i>Week 2:</i> bus driver, job, mail carrier, police officer, teacher	<i>Week 3:</i> gym, mall movie theater, restaurant, supermarket, zoo	<i>Week 4:</i> city, country, farm, neighbor, people, town
Thinking Maps:	Circle Map, Tree Map - sort places I've been/seen, Double Bubble comparing library/hospital, Flow Map day look like school/library/doctor, Tree Map - wears/tools/drive, Bridge Map - works in fireman/firehouse, teacher/school, fireman/hose teacher/pen, Brace Map - uniform, Bridge Map what you do in the community - swim/pool, Tree Map - work, play, serve, Bubble describe community, Brace - city/hospital, library			
WFTB&B:	<i>Week 1:</i> Draw favorite place in the community	<i>Week 2:</i> What do you want to be when you grow up	<i>Week 3:</i> Favorite community activity	<i>Week 4:</i> Where do you want to live
GLAD:	Inquiry Chart (KWL), Process Grid - uniform, who they protect/help, tools used. Picture Dictionary with vocab, Observation Charts - building, helper pictures, Teacher Made Big Books, Pictorial - Label firefighter - uniform, tools, etc.			
Letter of the Week/ HWT:	<i>Week 1:</i> O	<i>Week 2:</i> Q	<i>Week 3:</i> G	<i>Week 4:</i> T
Number of the Week:	<i>Week 1:</i> 13	<i>Week 2:</i> 14	<i>Week 3:</i> 15	<i>Week 4:</i> 16

Dates:	<i>Week 1:</i> 2/5 -2/9	<i>Week 2:</i> 2/12 - 2/16	<i>Week 3:</i> 2/19 - 2/23	<i>Week 4:</i> 2/26 - 3/2
Theme:	<b>Jungle to Desert</b>			
Enduring Understanding:	<p>1. Living conditions in one environment are different from the living conditions in another environment.</p> <p>2. Plants and animals interact with the environment and with each other.</p>			
Essential Questions:	<i>Week 1:</i> What is a jungle?	<i>Week 2:</i> What are jungle animals like?	<i>Week 3:</i> What is a desert?	<i>Week 4:</i> What are desert animals like?
Concept Words:	<i>Week 1:</i> branch, color, hot, jungle, leaf, trunk	<i>Week 2:</i> elephant, frog, lion, monkey, parrot, zebra	<i>Week 3:</i> cactus, desert, dry, rock, sand, sun	<i>Week 4:</i> hide, lizard snake, spider, turtle, under
Thinking Maps:	Circle Map- what is a jungle, Tree Map - what is a jungle -air, land, water, Bubble Map - describing desert, Circle Map, Tree Map - what is the desert -air, land, water, Double Bubble comparing jungle and desert			
WFTB&B:	<i>Week 1:</i> Draw a jungle	<i>Week 2:</i> Draw your favorite jungle animal	<i>Week 3:</i> Draw a desert	<i>Week 4:</i> Draw your favorite desert animal
GLAD:	Inquiry Chart (KWL), Picture Dictionary with vocab, Observation Chart - animal pics, Teacher Made Big Books, Pictorial -animal body parts			
Letter of the Week/ HWT:	<i>Week 1:</i> I	<i>Week 2:</i> J	<i>Week 3:</i> A	<i>Week 4:</i> S
Number of the Week:	<i>Week 1:</i> 17	<i>Week 2:</i> 18	<i>Week 3:</i> 19	<i>Week 4:</i> 20

Dates:	<i>Week 1:</i> 3/5 - 3/9	<i>Week 2:</i> 3/12 - 3/16	<i>Week 3:</i> 3/19 - 2/23	<i>Week 4:</i> See Farm Unit
Theme:	<b>Earth and Sky</b>			
Enduring Understanding:	1. We can observe changes on Earth and in the sky. 2. As the seasons change living things change in order to survive.			
Essential Questions:	<i>Week 1:</i> What happens when day changes to night?	<i>Week 2:</i> What happens when the weather changes in each season?	<i>Week 3:</i> How can we take care of the Earth?	<i>Week 4:</i>
Concept Words:	<i>Week 1:</i> cloud, day, moon, night, sky, star	<i>Week 2:</i> lightning, rain, storm, thunder, weather, wind, cold, fall, spring, summer, warm, winter	<i>Week 3:</i> bottle, can Earth, garbage, paper, recycle	<i>Week 4:</i>
Thinking Maps:	Tree Map - things associated with day and night, recycling, Bridge Map - when it... I feel... so I wear..., Brace Map - clothing/weather			
WFTB&B:	<i>Week 1:</i> Draw student choice day or night	<i>Week 2:</i> Draw what your wear in favorite season	<i>Week 3:</i> Draw favorite way to take care of Earth	<i>Week 4:</i>
GLAD:	Inquiry Chart (KWL), Picture Dictionary with vocab, Observation Charts - weather pics, Teacher Made Big Books, Pictorial - All weather (color coded)			
Letter of the Week/ HWT:	<i>Week 1:</i> U	<i>Week 2:</i> V	<i>Week 3:</i> W	<i>Week 4:</i>
Number of the Week:	<i>Week 1:</i> 1	<i>Week 2:</i> 2	<i>Week 3:</i> 3	<i>Week 4:</i>



Dates:	<i>Week 1:</i> 3/26 - 3/30	<i>Week 2:</i> 4/9 - 4/13	<i>Week 3:</i> 4/16 - 4/20	<i>Week 4:</i> 4/23 - 4/27
Theme:	<b>Farm **Open House**</b>			
Enduring Understanding:	1. Farms have plants and animals to provide us what we need.			
Essential Questions:	<i>Week 1:</i> What is a farm?	<i>Week 2:</i> How do machines help farmers?	<i>Week 3:</i> Why do farmers have animals?	<i>Week 4:</i> How does food get from a farm to a house?
Concept Words:	<i>Week 1:</i> animal, barn, farmer, food, land, plant	<i>Week 2:</i> field, row, seed, soil, tool, tractor	<i>Week 3:</i> cow, egg, hen, milk, pig, sheep	<i>Week 4:</i> apple, buy, pick, tree, truck, sell
Thinking Maps:	Circle Map, Bubble Map what does a farm look like, One Sided Multi Flow - machine/effect, Tree Map - multiple machines, Bridge - (produce) chicken/eggs, cow/milk, Double Bubble comparing real/fiction farm and Click Clack Moo, Flow Map - how things get from farm to home			
WFTB&B:	<i>Week 1:</i> Draw barn, field, etc.	<i>Week 2:</i> Draw farm machine	<i>Week 3:</i> Draw farm animal	<i>Week 4:</i> Draw crops and truck
GLAD:	Inquiry Chart (KWL), Process Grid -what they give us, eat, sound, do. Picture Dictionary with vocab, Observation Chart - animal pics, Teacher Made Big Books, Pictorial - animal body parts			
Letter of the Week/ HWT:	<i>Week 1:</i> X	<i>Week 2:</i> Y	<i>Week 3:</i> Z	<i>Week 4:</i> Review
Number of the Week:	<i>Week 1:</i> 4	<i>Week 2:</i> 5	<i>Week 3:</i> 6	<i>Week 4:</i> 7

Dates:	<i>Week 1:</i> 4/30 - 5/4	<i>Week 2:</i> 5/7 - 5/11	<i>Week 3:</i> 5/14 - 5/18	<i>Week 4:</i> 5/21 - 5/25
Theme:	<b>Make it Move</b>			
Enduring Understanding:	1. Objects can move in different directions and at different speeds. 2. People, animals, and machines can effect how things move.			
Essential Questions:	<i>Week 1:</i> What are different ways things move?	<i>Week 2:</i> What can you do to make things move?	<i>Week 3:</i> How does wind make things move?	<i>Week 4:</i> How do machines make things move?
Concept Words:	<i>Week 1:</i> down, fast, slow, start, stop, up	<i>Week 2:</i> lift, more, pull, push, roll, weigh	<i>Week 3:</i> balloon, blow, kite, pinwheel, sailboat, umbrella	<i>Week 4:</i> build, carry, crane, dig, dump truck, hole
Thinking Maps:	Circle Map/Tree Map how things move, Multi-flow, Tree Map for making things move roll/lift/push, Bubble - describe tractor - big, yellow, scoopy			
WFTB&B:	<i>Week 1:</i> Draw picture of movement on playground	<i>Week 2:</i> Draw student pushing/pulling	<i>Week 3:</i> Draw kite, pinwheel, etc.	<i>Week 4:</i> Draw machine moving object
GLAD:	Inquiry Chart (KWL), Picture Dictionary with vocab, Observation Charts - vehicle pics, Teacher Made Big Books, Pictorial			
Letter of the Week/ HWT:	<i>Week 1:</i> Review	<i>Week 2:</i> Review	<i>Week 3:</i> Review	<i>Week 4:</i> Review
Number of the Week:	<i>Week 1:</i> 8	<i>Week 2:</i> 9	<i>Week 3:</i> 19	<i>Week 4:</i> Review