

Second Step Safety Curriculum: Week 6: Reviewing Safety Skills (p. 61)		March 3-7, 2025				Weekly Assessments: Report Card Completion Deadline	
Tennessee Early Learning Developmental Standards (TN-ELDS): bit.ly/tneledsprek				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
Buildings Mon: Inv. 2, Day 2 Tues: Inv. 2, Day 3 Wed: Inv. 3, Day 1 Thurs: Inv. 3, Day 2 Fri: Inv. 3, Day 3	<u>INFSCS</u> Unit 6, Week 2, Days 1-5 (page 48) <u>SFAM</u> Volume 2, Week 22, Days 1-5 (page 156)	Mon: 234 Tues: 266 Wed: 286 Thurs: 272 Fri: 298	Letter Bundle 3 Short Vowel: Oo Consonants: Nn, Pp Rr, Ss	Stories: alphabet book <i>The Three Little Javelinas</i> *** <i>Keep Counting The Pot That Juan Built</i> poetry book ***Use Book Discussion Card Nursery Rhyme: "Five Little Monkeys"	Investigation 2: builder, brick layer, carpenter, electrician, plumber, hammer, saw, cement mixer, trowel, mallets, screwdrivers Investigation 3: strong, plywood, bricks, drywall, collapsed, sturdy	an each do	orange sphere three (3)
Literacy Small Group Instruction				Math Small Group Instruction			
PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in context. I can segment and blend CVC words. I can decode CVC words. PK.FL.WC.4 Know and apply grade-level phonics and word analysis when encoding words. I can spell and write CVC words correctly.				PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings. I can compose and decompose numbers to 5.			
Interest Area Objectives							
<ul style="list-style-type: none"> ✓ Art: I can create observational drawings of my school building, focusing on its features. ✓ Blocks: I can compare play building materials to real building materials. ✓ Discovery: I can safely explore real building tools. ✓ Dramatic Play: I can act out play that occurs in common buildings (home, school, doctor's office, etc.). ✓ Foundational Literacy: I can sort and match pictures or objects that rhyme. ✓ Library: I can explore books and identify the buildings I see. 				<ul style="list-style-type: none"> ✓ Listening: I can listen to stories about buildings and draw about what I hear. ✓ Music and Movement: I can use my body to form letters and numbers. ✓ Sand and Water: I can scoop, pour, and sift sand. ✓ Technology: I can play games about colors and shapes. ✓ Toys and Games: I can create sets of objects and add two sets together. ✓ Writing: I can write and draw about buildings in my community. 			