



Armed Services YMCA Honolulu Parent Participation Preschool Syllabus

Literacy and numeracy expectations within each level:

Pueo	Uppercase letter recognition Number recognition and counting Name Recognition
Honu	Letter identification and phonics Number identification and 1-1 correspondence Name Writing
Nai'a	Uppercase and lowercase letter recognition, phonics and sight words Number writing, simple addition and subtraction

- Letters of the alphabet introduced to students will be the same across the branches corresponding to the class and based off of the scope and sequence for letter introduction and language structure
- Learned words will be introduced beginning in the Nai'a class and will be based off the syllabus
- There is no specific requirement for numbers to be introduced in a particular order; however, we are working towards one-to-one correspondence
- Teachers are to turn in completed lesson plans to their Director the month prior
- A copy of your lesson plan needs to be posted in your classroom

The following topics within the domain of Cognition and General Knowledge (GK) should be used to teach various concepts within the topic:

August

Theme	Standard	Levels of Achievement	Practical Examples	Scope/Sequence	Learned Words
'We are all the alike, We are all different'	Learn about themselves and other people (SE.KE.k)	Communicate personal experiences or interests (SE.K.E.k)	<ul style="list-style-type: none"> Celebration of cultures Wear your ethnic clothes to school "All About Me" Poster Create a chart of sim/diff across cultures (i.e. food, clothing, holiday, songs, etc.) Book, "Just Like Josh Gibson" (Creative Curriculum, Book Discussion Card #7) 	A, T	
	Appreciate their own and other cultures (GK.KE.hh)	Talk about, compare and explore similarities and differences in daily practices across cultures (GK.KE.hh)		Aa, Tt, Bb	
		Able to talk about similarities and differences across cultures with the use of a chart (GK.KE.hh/GK.KE.g)		Aa, Tt, Bb, Ll	the to

Second Step Curriculum

Send home Second Step Introductory Letter (pg. 55) & Home Links Introductory Letter (pg. 56)
Weekly Home Links to send home (pg. 59-61)

Unit/ Week	Concept/Objectives	Possible Activities
Unit One: Skills for Learning	<ul style="list-style-type: none"> There are many ways to welcome someone new to class. Welcoming someone is a way to show you care. Welcoming helps other children feel they belong to the class. 	<ul style="list-style-type: none"> Learn how to say "hello" in other languages Pair students up to explore the classroom together Song - "Welcome" (SS, CD track #1, pg.50)
Week 1: Welcoming	Children will be able to make a friendly greeting. Say their names. Demonstrate showing new around the classroom.	
Week 2: Listening	<ul style="list-style-type: none"> Following Listening Rules helps everyone learn. Children will be able to demonstrate new listening rules in a group	<ul style="list-style-type: none"> Play "Simon Says"- Let students take turns leading the game using their names (e.g. "Anna says...") Brain Builder 1 – Follow Along (SS, pg. 26) Song – "The Listening Rules" (SS, CD track #3, pg. 50)
Week 3: Focusing Attention	<ul style="list-style-type: none"> Focusing attention uses your eyes, ears, and brain. Children will be able to demonstrate focusing attention during a game.	<ul style="list-style-type: none"> Copy cat game: without using words, students must pay close attention to the teacher and follow every move they make Brain Builder 2 – Which Way? (SS, pg. 27-28) Song – "The How We Learn Song" (SS, CD track # 4-7, pg. 50)

September

Theme	Standard	Levels of Achievement	Practical Examples	Scope/Sequence	Learned Words
<i>'Things That Go!'</i>	Explore how people depend on one another for the things (goods) and help (services) they need (GK.KE.ff).	Identify one or two workers and their jobs in the community (and what they drive) (GK.KE.ff)	<ul style="list-style-type: none"> Create a map of their neighborhood Discuss what type of transportation they use to go to school, to visit family, while on vacation, etc. Size comparisons of different type of mode of transportation vehicles. Field Trip to the Fire Station 	B, L	
		Able talk about different forms of transportation and how they are used (AL.48.KE.g).		Ll, Ff, Hh	
	Develop geographic awareness (GK.KE.bb). Recognize, create, and repeat simple patterns (GK.KE.f)	Describe simple maps of their classroom or home (GK.KE.aa).		Ff, Hh, Pp, Ss	do no go

Second Step Curriculum
Weekly Home Links to send home – pg. 62-65

Unit/ Week	Concept/Objectives	Possible Activities
Unit 1, Week 4: Self-Talk	<ul style="list-style-type: none"> Self-talk is talking to yourself in a quiet voice or inside your head. Self-talk helps you focus and pay attention. <p>Children will be able to demonstrate self-talk strategies while playing a game.</p>	<ul style="list-style-type: none"> Brain Builder 4 – Clap-Down, Snap-Up (SS, pg. 31)
Week 5: Following Directions	<ul style="list-style-type: none"> Listening and following directions helps you learn. Repeating directions helps you remember them. <p>Children will be able to demonstrate listening and following directions while doing activities.</p>	<ul style="list-style-type: none"> Simon says Relay races Brain Builder 3 – Stop & Start (SS, pg. 29)
Week 6: Asking for what you need or want	<ul style="list-style-type: none"> To ask for what you need or want, face the person you are asking and use a respectful voice. <p>Children will be able to demonstrate asking for what they need or want during skill-practice activities.</p>	<ul style="list-style-type: none"> Book, “The True Story of the Three Little Pigs” (Creative Curriculum, Book Discussion Card #22)
Unit Two: Empathy Week	<ul style="list-style-type: none"> You can look at people’s faces and bodies for clues to help you tell how they feel. 	<ul style="list-style-type: none"> Make a photo book of students in your class showing different emotions- Go through the book and have students identify the various emotions

7: Identifying Feelings	Children will be able to Identify the feelings <i>happy</i> and <i>sad</i> when presented with physical (face or body) clues and tell about a time when they felt happy or sad.	<ul style="list-style-type: none"> • Song, “If You’re Happy & You Know It” (SS, CD Tracks #8-12, pg.51) • Have students model happy and sad faces/bodies
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October

Theme	Standard	Levels of Achievement	Practical Examples	Scope/Sequence	Learned Words
'On the Farm'	Identify healthy food choices (PHM.48.n)	Use a variety of tools and materials to create new products (GK.48.hh)	<ul style="list-style-type: none"> • Can recall what vehicles you would find on a farm 	F, H	
	Notice similarities and difference between animals and their offspring (GK.48.t)	Common characteristics of other’s work (GK.48.hh)	<ul style="list-style-type: none"> • Can recall products that are produced on farms 	Pp, Ss	
	Describe the effects of the sun or sunlight.	Can explain that some foods help bodies to grow and be healthy (PHM.KE.n)	<ul style="list-style-type: none"> • Learn how plants are grown • Learn why some plants are edible vs not • Grow a bean sprout • Field Trip to a Farm • Book, “Radio Man” (Creative Curriculum, Book Discussion Card #11) 	Uu, Mm, Rr	so he be

Second Step Curriculum
Weekly Home Links to send home – pg. 66-69

Unit/Week	Concept/Objectives	Possible Activities
Unit 2 Week 8: More Feelings	<ul style="list-style-type: none"> • Focusing attention on what is happening, or the situation, can help you tell how someone is feeling. <p>Children will be able to name the feelings <i>surprised</i> and <i>scared</i> when presented with and situational clues and identify how others feel in response to scenarios.</p>	<ul style="list-style-type: none"> • Make a photo book of students in your class showing different emotions- Have students pick a card, show the feeling and let others guess the emotion • “If You’re Happy & You Know It” song with surprised/scared verses (SS CD Track # 8-12, pg. 51)

<p>Week 9: Identifying Anger</p>	<ul style="list-style-type: none"> Everyone feels angry sometimes. It is not okay to be mean or hurt others when you feel angry. <p>Children will be able to identify the feeling <i>mad/angry</i> when presented with physical clues Tell others about a time when they felt angry</p>	<ul style="list-style-type: none"> Clap-down, Snap-up game Song, "If You're Happy & You Know It" with angry/mad verses (SS CD Track # 8-12, pg. 51) Song, "When My Feeling's Very Strong" (SS CD Tracks #18-20, pg. 52)
<p>Week 10: Same or Different Feelings</p>	<ul style="list-style-type: none"> People can have different feelings about the same thing. It is okay for people to have different feelings about the same thing. <p>Children will be able to compare what is the same and what is different about two objects Identify whether they feel the same as or different from others in response to scenarios</p>	<ul style="list-style-type: none"> "Same or different Feelings" game Song, "Feelings in my Body" (SS CD Track 16, pg. 52)
<p>Week 11: Accidents</p>	<ul style="list-style-type: none"> An accident is when you do something you didn't mean to do. When you do something by accident, it's important to say it was an accident so others don't think you did it on purpose. <p>Children will be able to identify when something happens by accident Demonstrate saying, "I didn't mean to. It was an accident. Are you okay?" in response to scenarios.</p>	<ul style="list-style-type: none"> Come up with scenarios of actions that may happen by accident. Song, "Everyone has Accidents" (SS CD Track 14, pg. 51)

November

Theme	Standard	Levels of Achievement	Practical Examples	Scope/Sequence	Learned Words
<p>'Being Thankful/ Community Helpers'</p>	<p>Explain that current learning relates to life outside the classroom (K.2.1).</p>	<p>Identify different types of workers in the community (K.8.1)</p>	<ul style="list-style-type: none"> Provide various community helpers work clothing Use role play to act our various jobs Have children draw/paint what they would like to be in the community 	<p>P, S</p>	
	<p>Identify various workers and their jobs in the community (K.2.2)</p>	<p>Identify that adults go to work to earn money (Gk. 48. dd)</p> <p>Students understand how community helper's jobs relate to the community.</p>		<p>Uu, Mm, Rr</p>	

	Identify various workers and their jobs in the community (CTE.K.2.2)	<ul style="list-style-type: none"> • Bring in the fire department, police, etc. into the program • Have a Community Helpers Day • Field Trip to a Fire Station • Book, "Abiyoyo" (Creative Curriculum, Book Discussion Card # 12) 		
	Use pictures and titles to make predictions about the text.		Cc, Ww, Gg, Yy	she we be
	Explain peoples basic needs and how they fulfill them (SS.K.8.1)			

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Weekly Home Links to send home – pg. 70--71

Unit	Concept/Objectives	Possible Activities
Unit 2 Week 12: Caring and Helping	<ul style="list-style-type: none"> • When you feel empathy for someone, you can show them you care. • You can show you care by saying something kind or doing something helpful. <p>Children will be able to demonstrate saying something kind in response to scenarios and also demonstrate helping behaviors during an activity.</p>	<ul style="list-style-type: none"> • Turn and say something kind to your neighbor • Play a game of telephone using kind words • Come up with a list of things students can to help in the classroom • Book, "The Little Red Hen" (Creative Curriculum, Book Discussion Card #5) • Book, "The Mitten" (Creative Curriculum, Book Discussion Card #2) • Song, "The Caring Helping Song" (SS CD Track #15, pg. 51)
Unit Three: Emotional Management Week 13: We Feel Feelings in our Bodies	<ul style="list-style-type: none"> • Clues in your body help you identify your feelings. • Some feelings are comfortable; others are uncomfortable. • It is important to talk to a grown-up when you feel worried. <p>Children will be able to identify worry as an uncomfortable feeling AND Identify a grown-up to talk to when they feel worried.</p>	<ul style="list-style-type: none"> • View feelings cards- which make our bodies feel comfortable and which ones make them uncomfortable? • Ask students who they would tell if they felt worried at home or school • Song, "Feelings in my Body" (SS CD Track #16, pg. 52) • Book, "Wemberly Worried" (Creative Curriculum, Book Discussion Card #20)

December

Theme	Standard	Levels of Achievement	Practical Examples	Scope/Sequence	Learned Words
'My Imagination'	Sing a variety of songs with repetitive phrases and rhymic patterns independently and with others (GK.KE.nn)	Identify characters and recall an event in a story (LA.48.c)	<ul style="list-style-type: none"> • Learn nursery rhymes • Can identify what is make believe vs reality 	U, M	
		With adult assistance, retell a simple story in sequence (LA.KE.g)		Cc, Ww	

Listen to performances or artists at work (e.g. storytellers, puppet shows) (GK.48.qq) Being to demonstrate an understanding between fantasy and reality (LA.KE.k)		Develop audience skills by observing performances or artistic at work in various aspects of the Arts (GK.KE.tt)	<ul style="list-style-type: none"> Can identify a protagonist and antagonist in a story Can perform shortly for adults and other children Write a book together as a class with a beginning, middle, and end. 		
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Weekly Home Links to send home – pg. 72-73

Unit/Week	Concept/Objectives	Possible Activities
Unit 3 Week 14: Strong Feelings	<ul style="list-style-type: none"> Sometimes your feelings can be strong. Strong feelings need to be managed. Putting your hands on your tummy and saying “Stop” are ways to begin to calm down. <p>Children will be able to recognize and name when they or others are feeling frustrated AND Demonstrate putting their hands on their tummies and saying “Stop”</p>	<ul style="list-style-type: none"> Practice calming down- hands on tummy and say “stop” Have students identify the frustrated feeling card Song, “When My Feeling’s Very Strong” (SS CD Tracks #18-20, pg. 52) Song, “The Calm Down Chant” (SS CD Track #21, pg. 52)
Week 15: Name Feelings	<ul style="list-style-type: none"> Naming your feelings can be strong. Strong feelings need to be managed. Putting your hands on your tummy and saying “Stop” are ways to begin to calm down. <p>Children will be able to name their feelings in response to scenarios AND demonstrate how to calm down in response to scenarios</p>	<ul style="list-style-type: none"> Naming feelings with feelings cards Play the “calming down” game Song, “How have you been feeling” (SS CD Track # 17, pg. 52) Book, “The Three Billy Goats Gruff” (Creative Curriculum, Book Discussion Card #6).

January

Theme	Standard	Levels of Achievement	Practical Examples	Scope/Sequence	Learned Words
	Identify location and physical characteristics represented on maps	Construct a roadway or path out of blocks or other building materials (GK.48.z)	<ul style="list-style-type: none"> Identify landforms and oceans 	R, C	

<p><i>'Our Big Wide World'</i></p>	<p>and globes (eg: land, water, roads, and cities). (SS.K.7.1)</p>	<p>Respond appropriately to moving body in directional ways (GK.48.aa)</p>	<ul style="list-style-type: none"> location maps (which state am I from?) where animals of the world live and why N, S, E, W in the classroom to learn directions molding the continents and oceans from playdoh exploration of a particular country's geography Buildings Study, Creative Curriculum Book 		
	<p>Use terms to describe relative location (ie: above/below, near/far, left/right, and cardinal directions). (SS.K.7.2)</p>	<p>Construct and describe simple maps of the classroom or home (GK.KE.aa)</p>		<p>Gg, Yy, Vv</p>	
		<p>Engage in activities that build understanding of words for locations and direction (GK.KE.bb)</p>			
		<p>Identify location and physical characteristics represented on maps and globes (eg: land, water, roads, and cities). (SS.K.7.1)</p> <p>Use terms to describe relative location (ie: above/below, near/far, left/right, and cardinal directions). (SS.K.7.2)</p>		<p>Nn, Dd, Jj, Zz</p>	<p>too does was</p>

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Weekly Home Links to send home – pg. 74-77

Unit/Week	Concept/Objectives	Possible Activities
Week 16: Managing Disappointment	<ul style="list-style-type: none"> When you don't get what you want, you can feel disappointed. Belly breathing calms down strong feelings. Belly breathing pushes the belly out when you breathe in. <p>Children will be able to demonstrate belly breathing AND Demonstrate the Calming-Down Steps in response to scenarios</p>	<ul style="list-style-type: none"> Deep breaths (smelling a flower and blowing a bubble) Feel your belly moving when you belly-breathe Book, "Peter's Chair" (Creative Curriculum, Book Discussion Card #10) Song, "The Calm Down Chant" (SS CD Track 21, pg. 52)
Week 17: Managing Anger	<ul style="list-style-type: none"> Feeling angry is natural, but hurtful, mean behaviors are not okay. Your body lets you know when you're angry. Learning to relax calms you down. <p>Children will be able to demonstrate relaxing their bodies AND Tell the difference between ways to behave when angry that are okay and those that are not okay</p>	<ul style="list-style-type: none"> Practice deep breaths (smelling a flower and blowing a bubble) Play "Noodle game" Book, "The Gingerbread Man" (Creative Curriculum, Book Discussion Card #13) Book, "Caps for Sale" (Creative Curriculum, Book Discussion Card #1)
Week 18: Managing Waiting	<ul style="list-style-type: none"> Calming down can help you manage feeling excited while you're waiting. Counting also helps you wait. 	<ul style="list-style-type: none"> "First wait, Then Look Game" Count together- teach students to count objects, fingers, people, etc. while they wait Song, "The Waiting Song" (SS CD Track 22, pg. 53)

	Children will be able to demonstrate waiting in a game AND demonstrate counting to help with waiting.	<ul style="list-style-type: none"> Book, "A Chair for my Mother" (Creative Curriculum, Book Discussion Card #15)
Unit Four: Friendship Skills & Problem Solving Week 19: Fair Ways to Play	<ul style="list-style-type: none"> Playing together, trading, and taking turns are fair and fun ways to play Children will be able to demonstrate asking to play together, trade, or take turns when playing with another child AND Demonstrate using Fair Ways to Play in everyday situations.	<ul style="list-style-type: none"> 'Fair Ways to Play" game Book, "Henny Penny" (Creative Curriculum, Book Discussion Card #18) Brain Builder 7: Shape Shifter (SS, pg. 38)

February

Theme	Standard	Levels of Achievement	Practical Examples	Scope/Sequence	Learned Words
'Dinosaurs'	Collect detailed and relevant data about living and non-living things (SC.K.1.3)	Begin to understand the difference between living and non-living things (GK.36.q)	<ul style="list-style-type: none"> Dinosaur puppet show Fossil Dig Playdough dinosaurs Chart living and non-living things STEM project making Volcanos Dissolve dinosaur eggs 	W, G	
		Use simple tools to continue exploration (GK.36.w)			
	Describe detailed differences between living and non-living things (SC.K.4.1).	Identify the physical properties of some living and non-living things (GK.48.s)		li, Nn, Dd	
		Identify and use simple tools to extend observations (GK.48.w)			
	Investigate, describe, and compare the characteristics that differentiate living from non-living things (GK.KE.t)		Qu, qu, Oo, Kk	said there where	

		Observe and describe plants and animals as they go through predictable life cycles (GK.KE.u)			
Second Step Curriculum					
Weekly Home Links to send home – pg. 78-81					
Unit	Concept/Objectives		Possible Activities		
Unit 4 Week 20: Having Fun with Friends	<ul style="list-style-type: none"> When you play in fair ways, everyone has fun. Other children sometimes have different wants or likes than you do. Choosing to have fun with others rather than to get your own way helps you be friends. <p>Children will be able to identify how they feel when other children do or do not play in Fair Ways to play AND name ways they have fun with their friends.</p>		<ul style="list-style-type: none"> Ask students how they feel when someone does not share with them Ask students what they like to do for fun- find other students that enjoy the same activities Song, “Playing Fairly” (SS CD Track #23, pg. 54) Brain Builder 8: Sink or Swim (SS pg. 39) 		
Week 21: Inviting to Play	<ul style="list-style-type: none"> Inviting others to play is a way to make friends. Inviting others to play helps everyone to feel part of the classroom. <p>Children will be able to demonstrate how to use inviting language AND demonstrate inviting others to play during a game.</p>		<ul style="list-style-type: none"> Dance circle Song, “When We Play Together” (SS CD Track #24, pg. 54) Brain Builder 9: Who’s Wearing Red? (SS, pg. 40) 		
Week 22: Joining in with Play	<ul style="list-style-type: none"> Noticing what other children are playing and offering ideas for play helps you join in. <p>Children will be able to come up with lots of ideas for play AND identify positive ways to join in.</p>		<ul style="list-style-type: none"> Puppet show (Second Step puppets or Dinosaur puppets) Song, “The Joining Play Song” (SS CD Track #25, pg. 54) Book, “The Paper Bag Princess” (Creative Curriculum, Book Discussion Cards #8) 		
Week 23: Saying the Problem	<ul style="list-style-type: none"> You need to calm down before you solve a problem. The first Problem-Solving Step is to use words to say the problem. <p>Children will be able to demonstrate calming down and saying the problem AND Use words to describe problems presented in scenarios.</p>		<ul style="list-style-type: none"> “Spot the problem”- Pose a scenario and have students identify the problem Song, “When you Have a Problem” verse 1 & 2 (SS CD Tracks #26, pg. 54) 		

March

Theme	Standard	Levels of Achievement	Practical Examples	Scope/Sequence	Learned Words
'Sky & Outer space'	Identify the characteristics of weather based on first hand observations using related vocabulary (GK.48.u)	Notice weather changes (GK.36.t)	<ul style="list-style-type: none"> • how simple machines work – pulleys, levers etc • Understand what is in the sky (IE clouds, rainbows, sun, moon ect) • Knows that the earth revolves around the sun • Can count the number of plants in our solar system • Sort the plants by size • Learn about natural disasters • Field Trip to Planetarium • Book, "A Grand Old Tree" (Creative Curriculum, Book Discussion Card #16) 	Y, V	
		Notice difference in cloud patterns (GK.36.v)		Jj, Zz, Qu, qu	
	Describe the effects of the sun or sunlight (GK.48.v)	Identify technology that can be used to gain information (AL.KE.i)		Ee, Xx	is are you
	Identify different types of technologies at home, in the classroom, and/or in the world (SC.K.2.1)	Describe and anticipate weather changes (GK.KE.w)		Review of all letters	
		Identify different types of technologies at home, in the classroom, and/or in the world (SC.K.2.1)			
		Name any celestial object seen the day or night sky (GE.KE.x)			

Second Step Curriculum
Weekly Home Links, pg. 82-84

Unit	Concept/Objectives	Activities
Week 24: Thinking of Solutions	<ul style="list-style-type: none"> • The second Problem-Solving Step is to think of lots of solutions. <p>Children will be able to think of a lot of solutions to a problem.</p>	<ul style="list-style-type: none"> • Pose problem and have students come up with as many solutions as possible • "Problem Game" • Song, "When you Have a Problem" verse 3-4 (SS CD Track # 27, pg. 54)
Week 25: Speaking Assertively	<ul style="list-style-type: none"> • If someone treats you in unsafe or mean ways, speaking up assertively is respectful way to deal with it. <p>Children will be able to demonstrate speaking up assertively in response to someone treating you in unsafe or mean ways.</p>	<ul style="list-style-type: none"> • Puppet show • Have students echo an example of speaking assertively

April

Theme	Standard	Levels of Achievement	Practical Examples	Scope/Sequence	Learned Words
USA Military	Explain people’s basic needs and how they fulfill them (SS.K.8.1)	Identify that adults go to work to earn money (GK.48.dd)	<ul style="list-style-type: none"> Learn about US history and how the military supported us. Celebrate Month of the Military Child. Purple Up! Days Understands what is typical job for each military branch of service. Learn about uniforms Learn about how military needs to be physically fit. Field Trip to Aviation Museum or Mighty Mo. Visit the helicopters on Wheeler 	I, N	
	Describe historically significant events and observances in American history (SS.K.3.1)	Use time and phrases and tense selection appropriately (eg: today, yesterday, tomorrow, later) (GK.48.y)		Oo, Kk, Ee, Xx	
	Explain changes and continuity over time, using calendars and simple timelines (SS.K.1.1)	Identifies various workers and their jobs in the community (CTE.K.2.2)			
		Recognize calendars and simple timelines (GK.KE.z)			
		Communicate personal experiences or interests (SE.KE.k)		Sh, th,	have some come

Second Step Curriculum

Unit	Concept/Objectives	Possible Activities
Unit Five: Transitioning to Kindergarten Week 26	Demonstrate the Listening Rules Demonstrate focusing attention, listening, and using self-talk during an activity	<ul style="list-style-type: none"> Play “Follow the Leader” Play “Simon Says”
Week 27	Riding the Kindergarten Bus: Identify the feelings learned in the <i>Second Step</i> program when presented with facial clues Demonstrate the Calming-Down Steps in response to scenarios	<ul style="list-style-type: none"> “Name that Feeling” game using feeling cards Calm-Down Circle Practice deep breaths (smelling a flower and blowing a bubble)
Week 28	Making New Friends in Kindergarten: Demonstrate the Fair Ways to Play Demonstrate inviting others to play and asking to join in play	<ul style="list-style-type: none"> Puppet show (Second Step puppets or insect puppets) Student role playing

May

Theme	Standard	Levels of Achievement	Practical Examples	Scope/Sequence	Learned Words
<i>'People and Places'</i>	Discuss and identify the order of daily routines. (GK.36.x) Explain how and why people from different cultures observe different holidays/celebrations (SS.K.6.1)	Relate own identification information (GK.48.ee)	*MAIN FOCUS HAWAIIAN & POLYNESIAN CULTURES* <ul style="list-style-type: none"> Other holidays and cultural observance days celebrated by other cultures. Hold a diversity/cultural potluck for families. Field trip: Polynesian Cultural Center or Bishop Museum Where in the world? Have students pin on the map where they have lived and present to the class. Learn to say "hello" in other languages. 	D, J	
		Show awareness, knowledge and appreciation of own culture (GK.48.ff)		sh, th	
		Use self-identifying information (eg: name, age) in situations outside the classroom (GK.KE.gg)			
		Talk about, compare and explore similarities and differences in daily practice across cultures (GK.KE.hh)		ch, wh	what want who
	Engage in activities that build understanding of words for locations and directions. (GK.KE.bb)				
	Explain how and why people from different cultures observe different holidays/celebrations (SS.K.6.1)				

To replace Second Step time slot, have students work on graduation songs/presentation.

June

Theme	Standard	Levels of Achievement	Practical Examples	Scope/Sequence	Learned Words
	Identify differences in the properties of some objects or materials. (GK.36.o)	Recognize and duplicate simple patterns (GK.48.f)	<ul style="list-style-type: none"> Learn about Depth and how deep the oceans can get! What are some animals and plant life you would find in the ocean? 	Z, Qu, O	
		Recognize the attributes of length, area, weight, and capacity of everyday objects and use appropriate vocabulary (GK.48.h)		ch	

<i>'Under the Ocean'</i>	Understand the purpose of standard measuring tools (GK.48.g)	Ask questions and seek answers about the world around them 9GK.48.p)	<ul style="list-style-type: none"> • What are some properties of the ocean (ie waves, currents ect) • Does it sink or float? • Different types of water (ie rivers, oceans, lakes snow) • Recall water safety rules • Honu presentation from Malama Na Honu • Field Trip to Sea Life Park • Field Trip to Hawaiian Fish Ponds in He'eia. 		
		Uses the senses to make observations.		ang...	your says

July

Theme	Standard	Levels of Achievement	Practical Examples	Scope/Sequence	Learned Words
<i>'Insects and Spiders'</i>	Recognize and name common shapes, their parts and attributes (GK.KE.l) Sort objects into subgroups by 1 or 2 attributes (DK.28.i)	Engage in play that has a storyline (GK.48.oo)	<ul style="list-style-type: none"> • Lifecycle of a butterfly • How insects work together (ie roles in an ant colony) • Identify parts of an insect's body • Recite the difference between insects, spiders and land animals • Go on a bug hunt • Talk about different insects and spiders habitats • Sort the different insects • Field Trip to Bishop Museum STEM Center 	Kk, Ee, Xx	
		Identify common geometric shapes (eg circle, square rectangle triangle) (GK.48.k)		wh	
		Uses the senses and tools including technology to gather information, investigate materials, and observe processes and relationships (GK.KE.n)		Ank...	goes four

The following areas of focus should direct the teacher in preparing lesson plans for the related topics:

Strand/Topic	Standard	Levels of Achievement
Social Development INTERACTIONS WITH PEERS	Participate cooperatively and appropriately with others to achieve shared goals (KGLO #2.1)	Participate in small and large group activities (SE.48.c) Make and maintain friendship with at least one child (SE.48.d) Use turn-taking and conversations in play (SE.KE.c) Share materials, toys and ideas during play (SE.KE.d) Participate cooperatively and appropriately with others to achieve shared goals (KGLO #2.1)
Mathematics and Numeracy NUMBER SENSE	Understand the relationship between numbers and quantities; connect counting to cardinality (K.CC.B.4) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (K.CC.B.4.A) Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object (K.MD.A.1) Follow basic directionality	Demonstrate and understanding of one-to-one correspondence (GK.48.d) Understand the purpose of standard measuring tools (GK.48.g) Count many kinds of concrete objects and actions up to 10 using one-to-one correspondence (GK.KE.d) Recognize the attributes of length, area, weight, and capacity of everyday objects, and use appropriate vocabulary (eg: long, short, light, big, small, wide, narrow). (GK.KE.h) Understand the relationship between numbers and quantities; connect counting to cardinality (K.CC.B.4) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (K.CC.B.4.A) Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object (K.MD.A.1)

Strand/Topic	Standard	Levels of Achievement
Mathematics and Numeracy OPERATIONS	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (eg: claps), acting out situations, verbal explanations, expressions or equations (K.CC.C.6) Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group eg: by using matching and counting strategies, include groups with up to 10 objects (K.CC.C.6)	EMERGING
		Use a range of strategies (eg: counting, subtracting, matching) to compare quantity in two sets of objects and describe the comparison with term such as more/less, greater than/less than, fewer, equal to etc (GK.KE.g)
		Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (eg: claps), acting out situations, verbal explanations, expressions or equations (K.CC.C.6) Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group eg: by using matching and counting strategies, include groups with up to 10 objects (K.CC.C.6)
		Understand the purpose of standard measuring tools (GK.48.g) Recognize the attributes of length, area, weight, and capacity of everyday objects and use appropriate vocabulary (eg: long, short, light, big, small, wide, narrow). (GK.KE.h) Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object (K.MD.A.1)
Mathematics and Numeracy MEASUREMENT AND DATA	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object (K.MD.A.1)	
Mathematics and Numeracy GEOMETRY	Correctly name shapes, regardless of their orientations or overall size (K.G.2) Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). (K.G.A.3)	Identify common geometric shapes (GK.48.k)
		Recognize and name common shapes, their parts and attributes (GK.KE.l)
		Correctly name shapes, regardless of their orientations or overall size (K.G.2) Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). (K.G.A.3)
		Use senses as tools with which to observe, describe and classify (GK.48.m) Use senses and tools including technology to gather information, investigate materials, and observe processes and relationships (GK.KE.n) Use senses to make observations (SC.K.1.1)
Science SCIENTIFIC PRACTICES	Use senses to make observations (SC.K.1.1)	

Strand/Topic	Standard	Levels of Achievement
Science ENGINEERING	Identify different types of technologies at home, in the classroom, and/or in the world (SC.K.2.1)	Identify and use simple tools to extend observations (GK.48.w)
		With adult assistance, recognize examples of technologies at home or in the classroom (GK.KE.y)
		Identify different types of technologies at home, in the classroom, and/or in the world (SC.K.2.1)
Creative Arts MUSICAL	Identify various sources of music that can be heard in daily life and their purpose (FA.K.2.4)	Sing songs imitating adults (GK.48.nn)
		Identify one source of music that can be heard in daily life (GK.KE.pp)
		Identify various sources of music that can be heard in daily life and their purpose (FA.K.2.4)
Creative Arts MOVEMENT	Use body, energy, space and time to move in different ways (FA.K.4.1)	Use body and energy to move in different ways (GK.36-48.ii)
		Express self freely through movement (GK.KE.rr)
		Use body, energy, space and time to move in different ways (FA.K.4.1)
Reading Literature KEY IDEAS AND DETAILS	With prompting and support, retell familiar stories, including key details (RL.K.2)	With adult assistance, retell a simple story with picture support or using props (LA.48.b)
		With adult assistance, retell a simple story in sequence (LA.KE.g)
		With prompting and support, retell familiar stories, including key details (RL.K.2)
Reading Literature CRAFT AND STRUCTURE	Ask and answer questions about unknown words in a text (RL.K.4)	Respond appropriately to specific vocabulary and simple statements, questions and stories (LA.48.g)
		Respond appropriately to statements, questions, vocabulary and stories (LA.KE.j)
		Ask and answer questions about unknown words in a text (RL.K.4)
Reading Literature CRAFT AND STRUCTURE	Recognize common types of texts (eg: storybooks, poems). (RL.K.5)	EMERGING
		Begin to demonstrate an understanding of the differences between fantasy and reality (LA.KE.k)
		Recognize common types of texts (eg: storybooks, poems). (RL.K.5)
Reading Literature CRAFT AND STRUCTURE	Actively engage in group reading activities with purpose and understanding (RL.K.10)	Ask and answer questions about essential narrative elements (LA.48.a)
		Identify story-related problems, events and resolutions during conversations with adults (LA.KE.c)
		Actively engage in group reading activities with purpose and understanding (RL.K.10)

Strand/Topic	Standard	Levels of Achievement
Reading Informational KEY IDEAS AND DETAILS	With prompting and support, ask and answer questions about key details in a text (RI.K.1)	Ask and answer questions about essential narrative elements (LA.48.a)
		Identify factual information and events during conversations with adults (LA.KE.o)
		With prompting and support, ask and answer questions about key details in a text (RI.K.1)
Reading Foundational PRINT CONCEPTS	Recognize that spoken words are represented in written language by specific sequences of letters (RF.K.1.B)	Identify the sounds of a few letters (LA.48.o)
		Show understanding that a sequence of letters represents a sequence of spoken sounds (eg: asks how to spell a word). (LA.KE.s)
		Recognize that spoken words are represented in written language by specific sequences of letters (RF.K.1.B)
Reading Foundational PHONOLOGICAL AWARENESS	Demonstrate understanding of spoken words, syllables and sounds (phonemes). (RF.K.2) Recognize and produce rhyming words (RF.K.2.A)	Recognize rhyming words (LA.48.q)
		With adult assistance, generate rhyming words (LA.KE.v)
		Demonstrate understanding of spoken words, syllables and sounds (phonemes). (RF.K.2)
		Recognize and produce rhyming words (RF.K.2.A)
Reading Foundational PHONICS AND WORD RECOGNITION	Read common, high frequency words by sight (RF.K.3.C)	Identify own name in print (LA.48.t)
		Recognize symbols and logos in the environment (LA.48.u)
		Identify letters in own name (LA.KE.z)
		Recognize and 'read' familiar words (LA.KE.aa)
Read common, high frequency words by sight (RF.K.3.C)		

Strand/Topic	Standard	Levels of Achievement
Speaking and Listening COMPREHENSION AND COLLABORATION	Participate in collaborative conversations with diverse partners about suitable topics and texts with peers and adults in small and large groups (SL.K.1)	With adult assistance, listen and respond attentively to conversations (LA.48.z)
	Follow rules for discussions (listening, taking turns). (SL.K.1.A)	With adult assistance, observe and use appropriate ways of interacting in a group (LA.48.aa)
	Continue a conversation through multiple exchanges (SL.K.1.B)	Listen and respond attentively to conversations (LA.KE.gg)
		Observe and use appropriate ways of interacting in a group of two to three children (SE/LA.KE.b) Participate in collaborative conversations with diverse partners about suitable topics and texts with peers and adults in small and large groups (SL.K.1) Follow rules for discussions (listening, taking turns). (SL.K.1.A) Continue a conversation through multiple exchanges (SL.K.1.B)