

| Primary Standard | Teaching Point | Day | Observation Notes |
|--|---|-----|-------------------|
| Social Emotional: Self-Awareness and Self-Concept | Children discuss feeling upset. | | |
| | Children discuss calming themselves down. | | |
| | Children learn to calm down by taking deep breaths. | | |
| | Children learn to calm down by using calming cream. | | |
| | Children learn to calm down by talking to a stuffed animal. | | |
| | Children learn "Belly Breaths." | | |
| Social Emotional: Social Awareness and Relationships | Children work together to keep plastic bananas from falling out of a picnic blanket. | | |
| | Children learn a new greeting using stuffed animals. | | |
| Social Emotional: Self-Regulation and Responsible Behavior | Children play a listening game with the picnic blanket. | | |
| Literacy: Literate Attitudes and Behaviors | Children repeat the actions in the book. | | |
| | Children vote on and reread their favorite book. | | |
| Literacy: Listening and Speaking | Children learn the routine for "turn and talk." | | |
| | Children learn how to take turns listening and speaking. | | |
| | Children follow the steps in a recipe to make a banana smoothie. | | |
| | Children share which yoga poses they like. | | |
| | Children listen to the class book and review what they have learned. | | |
| Literacy: Phonological Awareness | Children identify pairs of rhyming words. | | |
| | Children listen for rhyming words. | | |
| | Children learn the <i>letters t, l, f, b, and m.</i> | | |
| | Children learn about fruits and vegetables that start with each letter of the alphabet. | | |
| | Children read the food alphabet they made. | | |
| Literacy: Writing | Children begin work on a class book. | | |
| | Children participate in writing a food alphabet. | | |
| | Children create a smoothie recipe through interactive writing. | | |
| Literacy: Vocabulary | Children learn the word "stir." | | |
| | Children learn the word "stretch." | | |

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| Literacy: Comprehension | Children make connections. | | |
| | Children identify the main idea of the book. | | |
| | Children make and confirm predictions. | | |
| Literacy: Fluency | Children join in saying the repeating lines. | | |
| | Children echo the words in the book and match rhythms | | |
| Math: Numbers and Number Sense | Children practice automatically recognizing a quantity of dots. | | |
| | Children are introduced to 10 frames. | | |
| | Children count chips in 10 frames. | | |
| | Children play a matching game using 10 frames. | | |
| | Children count out different movements. | | |
| Math: Geometry and Spatial Relations | Children identify shapes in a mystery bag. | | |
| | Children play the game "Is This a Triangle?" | | |
| Math: Measurement and Data | Children compare items to the length of their hand. | | |
| | Children vote for which food to investigate first. | | |
| | Children measure jumping distances. | | |
| | Children measure backward jumping distances. | | |
| | Children put their stuffed animals in size order. | | |
| Math: Patterns and Attributes | Children identify patterns. | | |
| | Children copy AB patterns using different manipulatives (pattern blocks and linking cubes) | | |
| | Children play a matching game with their stuffed animals. | | |
| | Children sort and count their stuffed animals. | | |
| Math: Operations and Algebraic Thinking | Children use dice to roll and count out snack. | | |
| | Children count and compare quantities of bear counters. | | |
| | Children create equal groups of bear counters. | | |

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| Science: Scientific Inquiry and Practices | Children are introduced to their five senses. | | |
| | Children use their senses to explore foods. | | |
| Science: Earth and Space Sciences | Children explore the difference between the daytime and nighttime sky. | | |
| Social Studies: Becoming a Community Member | Children share what they learn about how doctors help take care of our bodies. | | |
| Social Studies: Self and Society | Children learn that sleep is important for people around the world. | | |
| Physical Development: Concepts of Health | Children identify ways to be physically active. | | |
| | Children talk about their experiences going to the doctor's office. | | |
| | Children name and identify body parts. | | |
| | Children discuss how water helps them take care of their body. | | |
| | Children discuss their favorite nourishing foods. | | |
| | Children name healthy foods they can choose to eat. | | |
| | Children discuss the importance of staying active. | | |
| | Children explore how different body parts bend. | | |
| | Children discuss the importance of rest and sleep. | | |
| | Children tell how they like to stay healthy. | | |
| | Children talk about how they take care of their bodies. | | |
| | Children share their bedtime routines. | | |
| Physical Development: Gross Motor Skills | Children learn to do jumping jacks. | | |
| | Children describe ways they like to move. | | |
| | Children crawl to a new spot under a picnic blanket. | | |
| | Children move in a circle while holding a picnic blanket. | | |
| Creative Arts: Visual Arts | Children view self-portraits by different artists and then paint their own. | | |

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| Creative Arts: Creative Movement and Dance | Children create a new verse based on “Head, Shoulders, Knees, and Toes.” | | |
| | Children perform “The chant “Go Bananas! and variations of it using the names of other fruits and vegetables. | | |
| | Children create a new chant based on ““Go Bananas!” | | |
| | Children pretend to “squeeze” a picnic blanket like a lemon. | | |
| | Children learn the game “Follow the Leader” and play variations of it such as making patterns, using sounds, and moving like animals. | | |
| | Children practice animal yoga poses (cat, dog, snake, butterfly, and frog). | | |
| | Children chant and make their stuffed animal move. | | |
| Creative Arts: Music | Children play “Freeze Dance” to jazz music and add variations such as keeping their feet still and moving while holding their stuffed animals behind their back. | | |
| | Children learn the song “Head, Shoulders, Knees, and Toes” and sing variations of it (vary the tempo, use silly words, sing it backward). | | |
| | Children echo the rhythm of the words in the book with shakers. | | |
| | Children sing a lullaby to their stuffed animals. | | |
| Creative Arts: Dramatic and Performance Art | Children dance to jazz music. | | |
| | Children launch a doctor’s office dramatic play center. | | |
| | Children share ideas on how to use fabric in dramatic play. | | |