

### Language Card #1

JK/ SK

September/October

<b>Pencil Grip</b>	Right <input type="checkbox"/> Left <input type="checkbox"/> Pencil Grip	A B C D E F	<b>Explores Learning Centers:</b> Science Building/Blocks Creative Arts Reading Puzzles Dramatic Play Math Computers <b>I</b> - independently <b>E</b> - encouragement
<b>Recognize Name</b>	First Last <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	G H I J K L	
<b>Print Name</b>	First Last <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	M N O P Q R S	
<b>Alphabet</b>	/ X 0 Identified letter Able to print letter Knowledge of letter sound	T U V W X Y Z	

<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listens and responds to others for a variety of purposes and in a variety of contexts <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> <li>Begins to use and interpret gestures, tone of voice, and other non-verbal communication <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> </ul>	<p><b>Oral Language</b></p> <ul style="list-style-type: none"> <li>Uses language in various contexts to connect new experiences with what they already know <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> <li>Uses language to talk about their thinking, to reflect, and to solve problems <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> <li>Asks questions for a variety of purposes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> <li>Describes personal experiences, using appropriate vocabulary and details <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> <li>Orally retells simple events and simple familiar stories in proper sequence <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> </ul>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Demonstrates an interest in reading <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> </ul>	

### Math Card #1

JK/SK

September/October

<p><b>One-to-One Correspondence:</b> Up to _____ Up to _____</p>	<p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>Investigate (e.g., using a number line, a hundreds carpet, a board game with numbered squares) the idea that quantity is greater when counting forward and less when counting backwards <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> <li>Demonstrate an understanding of the counting concepts of stable order <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> <li>Demonstrate an understanding of number relationships from 0 to 10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> <li>Investigate and develop strategies for composing and decomposing quantities to 10 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> </ul>
<p><b>Number Recognition:</b> 0 1 2 3 4 5 6 7 8 9 10  11 12 13 14 15 16 17 18 19 20  21 22 23 24 25 26 27 28 29 30 Up to _____ Up to _____</p>	
<p><b>Number Writing:</b> 0 1 2 3 4 5 6 7 8 9 10  11 12 13 14 15 16 17 18 19 20  21 22 23 24 25 26 27 28 29 30 Up to _____ Up to _____</p>	

<p><b>Patterning</b> Extends: <b>AB ABC ABCD AAB ABB</b> Copies: <b>AB ABC ABCD AAB ABB</b> Creates: <b>AB ABC ABCD AAB ABB</b></p> <ul style="list-style-type: none"> <li>Identify and describe informally the repeating nature of patterns in everyday contexts (ie: nature, clothing, floor tiles, literature) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></li> </ul>
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**Language Card #2**

**JK/SK**

**November/December**

<b>Pencil Grip</b>	Right <input type="checkbox"/> Left <input type="checkbox"/> Pencil Grip	A B C D E F	<b>Explores Learning Centers:</b> Science Building/Blocks Creative Arts Reading Puzzles Dramatic Play Math Computers <b>I</b> - independently <b>E</b> -encouragement
<b>Recognize Name</b>	First <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Last <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	G H I J K L	
<b>Print Name</b>	First <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Last <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	M N O P Q R S	
<b>Alphabet</b>	/ X 0 Identified letter Able to print letter Knowledge of letter sound	T U V W X Y Z	

<p><b>Listening</b></p> <p><b>1.1</b> explore sounds, rhythms, and language structures. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><b>1.4</b> follow and provide one and two step directions in different contexts <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><b>1.11</b> demonstrate an awareness that words can rhyme, begin or end with the same sound, and are composed of phonemes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Reading</b></p> <p><b>2.2</b> identify personal preferences in reading materials <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><b>2.3</b> demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><b>2.7</b> use illustrations to support comprehension of texts read by and with teachers <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>Oral Language</b></p> <p><b>2.4</b> respond to a variety of materials read aloud to them <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	

**Math Card #2**

**JK/SK**

**November/December**

<p><b>One-to-One Correspondence:</b> Up to _____ Up to _____</p>	<p><b>Measurement:</b></p> <p><b>M 2.1</b> compare and order two or more objects according to appropriate measure (ie: length, mass, area, temp., capacity), and use measurement terms (ie: hot/cold, small/medium/large) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><b>M 2.2</b> demonstrate an understanding of non-standard and standard measuring devices, and how to use them <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><b>M 2.3</b> demonstrate a beginning understanding of non-standard units that are the same type (ie: straws, paper clips) but not always the same size <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>Number Recognition:</b> 0 1 2 3 4 5 6 7 8 9 10  11 12 13 14 15 16 17 18 19 20  21 22 23 24 25 26 27 28 29 30 Up to _____ Up to _____</p>	
<p><b>Number Writing:</b> 0 1 2 3 4 5 6 7 8 9 10  11 12 13 14 15 16 17 18 19 20  21 22 23 24 25 26 27 28 29 30 Up to _____ Up to _____</p>	

<p><b>Personal and Social Development</b></p> <p>1.1 demonstrate the ability to take turns in activities and discussions <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>1.2 demonstrate an awareness of ways of making and keeping friends <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>2.2 identify and talk about their own interests and preferences <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
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### Language Card #3

JK/SK

January/February

<b>Alphabet</b>	/ X 0	Identified letter Able to print letter Knowledge of letter sound		
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<p><b>Writing</b>  <b>4.2</b> demonstrate an awareness that writing can convey ideas or messages (ie: ask the teacher to write out new words for them)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Reading</b>  <b>2.5</b> make predictions regarding unfamiliar texts, using prior experiences</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><b>2.6</b> use prior knowledge to make connections</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>Oral Language</b>  <b>1.7</b> use specialized vocabulary for a variety of purposes (ie: terms for things they are building or equipment they are using)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p><b>Media</b>  <b>5.2</b> communicate their ideas verbally and non-verbally about a variety of media materials (ie: describe feelings in response to a DVD or advertisement)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

### Math Card #3

JK/SK

January/February

<p><b>One-to-One Correspondence:</b> Up to _____</p>	<p><b>Number Sense:</b>  <b>NS1.2</b> investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>Number Recognition:</b> Up to _____</p>	<p><b>NS 1.5</b> recognize some quantities without having to count, using a variety of tools (ie: dominos, dice, fingers) or strategies</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>Number Writing:</b> Up to _____</p>	<p><b>NS 1.8</b> use ordinal numbers in a variety of everyday contexts (ie: line up toys and manipulatives)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>G 3.1</b> explore, sort, compare 2D and 3D shapes</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><b>G 3.2</b> identify and describe, using common geometric terms, 2D shapes (ie: triangle) and 3D figures (ie: cone), using concrete materials</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><b>G3.3</b> compose pictures, build designs, make patterns using 2D shapes, and decompose 2D shapes into smaller shapes</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	

### Personal and Social Development

- 3.3** develop an awareness of ways in which people adapt to the places in which they live (ie: children in cities living in high rise apartments, using sidewalks and subways, children in the country may take the bus to school)
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- 1.3** express their thoughts and share experiences
- 2.1** demonstrate self-reliance and a sense of responsibility

Language Card #4		JK/SK	March/April
<b>Alphabet</b>	/ X 0	Identified letter Able to print letter Knowledge of letter sound	

<p><b>Reading Strategies</b></p> <p><b>3.1</b> begin using reading strategies to make sense of unfamiliar texts</p> <p><input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p>	<p><b>Reading</b></p> <p><b>2.9</b> retell stories, in proper sequence, that have been read by ELK team, using pictures in the book and/or props (ie: puppets, felt boards, plastic models at the sand table)</p> <p><input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p> <p><b>2.10</b> retell information from non-fiction materials that have been read by ELK team, in a variety of contexts (ie: read alouds, shared reading stories)</p> <p><input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p> <p><b>2.8</b> demonstrate knowledge of most letters of the alphabet</p> <p><input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p>
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Math Card #4	JK/SK	March/April
<p><b>One-to-One Correspondence:</b> Up to _____</p> <p><b>Number Recognition:</b> Up to _____</p> <p><b>Number Writing:</b> Up to _____</p>	<p><b>Geometry:</b></p> <p><b>G 3.4</b> build 3D structures using a variety of materials and begin to recognize the 3D figures their structures contain</p> <p><input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p> <p><b>G3.5</b> investigate relationship between 2D shapes and 3D figures in objects they have made</p> <p><input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p> <p><b>G 3.6</b> demonstrate understanding of basic spatial relationships and movements (ie: above/ below, near/far, in/out; use these words during retells)</p> <p><input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p>	<p><b>Number Sense:</b></p> <p><b>NS 1.12</b> investigate addition and subtraction in everyday activities through the use of manipulatives (ie: snap cubes), visual models (ie: number lines), and oral exploration (ie: dramatizing of songs)</p> <p><input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p>

<p><b>Personal and Social Development</b></p> <p><b>2.3</b> demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks</p> <p><input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p> <p><b>3.1</b> recognize people in their community and talk about what they do</p> <p><input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/></p>
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