

# Unit 4 • Instruction Across the Learning Domains

Week	Social and Emotional Learning	Language/Communication	Emergent Literacy: Reading			Emergent Literacy: Writing		Mathematics	Science and Health	Social Studies	Fine Arts	Physical Development	Technology	
1	Name ways to serve others by completing jobs at school and at home Share drawings and make positive comments	Discuss roles of community workers Identify plural nouns Discuss ways that healthcare providers work together Review difference between statements and questions	<b>Concepts of Print</b> Review print concepts Discuss differences in photographs and illustrations	<b>Phonological Awareness</b> Segment syllables Sort words with same beginning sound Combine Picture Word Cards to form compound words	<b>Sound-Symbol Relationships</b> Introduce /f/, lowercase letter f, and ASL sign Identify high-frequency words <i>you, can, see, who, works, at</i>	<b>Comprehension</b> Identify ways people cooperate and complete jobs that benefit the community Discuss importance of service jobs Discuss family members who are community helpers	<b>Prewriting: Letter Formation</b> Prewriting: teach Slant left and Slant right Complete the directed drawing: House	<b>Shared Writing</b>	Introduce the shape: triangle Trace a triangle using prewriting strokes Make groups of 1–5 Draw a square using prewriting strokes Slant left, Slant right and connect corners	Identify ways to practice fire safety and respond in an emergency Practice fire drill Explain information to give when calling 911 Introduce color <i>white</i>	Explain concept of consumer Identify places to buy things or receive services Discuss how people pay for things Discuss difference between wants and needs	Glue precut shapes to form houses Create noisemakers Mix colored paint with white; discuss lighter shades Show van Gogh paintings and discuss colors and shade of color	Use arms to make strokes Slant left, Slant right in the air Make a triangle on the ground using body parts	Discuss ways that technology can be used to locate people in emergencies Use technology to show how people locate places in the community Use technology to show environmental print and warnings
2	Identify main character's feelings Discuss characters' expressions	Listen and look for HFWs <i>I, like, my</i> Review difference between a phrase and a complete sentence Use sentence frames to practice complete sentences	<b>Concepts of Print</b> Introduce story, names and roles of author and illustrator Identify that book is make-believe Describe the setting and characters	<b>Phonological Awareness</b> Identify words in story that begin with the sound /f/	<b>Sound-Symbol Relationships</b> Introduce sound /n/, letter n, ASL hand sign Review sound /f/ and letter f	<b>Comprehension</b> Identify problem; make inferences about how problem will be solved Use Retelling Cards to discuss sequence of events Discuss features of a poem that differ from those of a book	<b>Prewriting: Letter Formation</b> Use prewriting strokes, repeat chants, and combine small shapes to make a larger shape Form lowercase letters in the air <i>t, i, a, s, n</i>	<b>Shared Writing</b> Use a chart to describe actions taken to solve problem in story	Identify numeral 6, number word six Sort blocks, create sets of 1–6 shapes Introduce heart shape Demonstrate how to rotate shapes Introduce using the word <i>set</i> to name a group of objects	Discuss the importance of wearing shoes that protect your feet Review primary/secondary colors Mix paints to create secondary colors Introduce the color and color word <i>pink</i>	Tell how community helpers make the community a safe and better place to live Talk about the ways people work, earn money, and buy things they need and want and participate as consumers	Illustrate a poem Use colored chalk to review strokes and shapes, then draw a picture	Play charades, acting out roles and responsibilities of community helpers Manipulate modeling clay	Review ways to use technology in an emergency
3	Discuss characters' feelings Role-play ways to show gratitude when you solve a problem Discuss feelings and ways to show kindness and empathy	Use Retelling Cards to retell the story Identify naming words	<b>Concepts of Print</b> Discuss text features and punctuation using poster Introduce story, names of the author and illustrator	<b>Phonological Awareness</b> Introduce onset/rime using the word family <i>/at/</i> Discuss naming/action words from story Segment and blend syllables of words from story	<b>Sound-Symbol Relationships</b> Review consonant letter sounds /m/, /s/, /t/, /f/, /n/ and vowels /a/, /i/ Introduce sound /o/, lowercase letter o, and ASL sign	<b>Comprehension</b> Make inferences about book topic Read story; describe the setting, characters, and problem	<b>Prewriting: Letter Formation</b> Complete directed drawing: Fall Tree	<b>Shared Writing</b> Make a chart to discuss weather changes during the seasons Create a flowchart to describe how the characters solved their problem Add details and dictate a sentence about drawing	Model how to solve addition word problems using sets and counting to find out how many Make, describe, and compare sets Compare heavy and light items	Name/describe 4 seasons; discuss changes in weather and sky Identify foods grown and harvested in fall Discuss how animals grow thicker fur in winter Introduce color black Introduce migration and hibernation	Describe clothing worn in cooler weather	Create sponge paint trees Model how to use prewriting strokes and handprints to make fall trees with paint Paint gray clouds	Review importance of exercise Identify changes that people make in the fall related to exercising and participating in outdoor activities	Use technology to reveal ways animals prepare for cooler weather
Review	Take turns sharing drawings and sentences or stories Express preferences	Use photographs/pictures to tell a personal story	<b>Concepts of Print</b> Compare text features (cover, images) Review colors in environmental print	<b>Phonological Awareness</b> Use sentence frames to complete sentences	<b>Sound-Symbol Relationships</b> Identify high-frequency words <i>I, see, the</i>	<b>Comprehension</b> Conduct picture walk Identify differences between story and informational text Review vocabulary	<b>Prewriting: Letter Formation</b> Complete directed drawing: Fire Truck	<b>Shared Writing</b> Write sentences about changes in fall Record sentences or stories about fire truck drawings	Sort and classify fall items Examine and compare seeds Make rows of seeds; solve simple addition problems Identify shapes Review life cycle of apple	Discuss changes from summer to fall Discuss purpose/types of thermometers Investigate and test water temperatures Review correlation between weight and size	Discuss clothing choices for cooler weather Review definition of <i>consumer</i>			Review how to check the weather and temperature using technology: cell phones, computer, and television Use technology to show fall fruits and vegetables